

A REPORT OF THE DEVELOPMENT OF A
HANDBOOK FOR THE USE OF SCHOOL LIBRARY
ASSISTANTS AND TEACHER/LIBRARIANS

CENTRE FOR NEWFOUNDLAND STUDIES

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A REPORT OF THE DEVELOPMENT OF A HANDBOOK
FOR THE USE OF
SCHOOL LIBRARY ASSISTANTS
AND
TEACHER/LIBRARIANS

by

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AN INTERNSHIP PROJECT
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ABSTRACT

The school library situation in the schools of Newfoundland is far from ideal. Many school libraries are staffed by teacher/librarians who are also responsible for teaching and supervisory duties. There is little or no free time for the many tasks which must be carried out routinely if the school library is to function efficiently. Many of these tasks require little or no professional training and can be carried out by trained library assistants.

The aim of this project was to prepare a simple handbook for the use of teacher/librarians and library assistants. The handbook was designed to be used by the teacher/librarian for instructional purposes during the initial stages of the training programme, and by the library assistants themselves during and after the training period is completed. Accompanying the handbook is an introductory section for teacher/librarians. The teacher/librarian section outlines the philosophy behind the use of student assistants in the school library, establishes general guidelines for the setting up of a library assistants programme and introduces the student handbook.

A preliminary draft of the library assistants' handbook was sent to professional people directly involved in school library service. These individuals were asked to

examine the handbook, respond to the accompanying questionnaire and suggest changes.

All of those contacted were favourably impressed with the handbook. All agreed that it would benefit both teacher/librarians and library assistants. There were no substantial changes suggested.

In order to obtain student response to the handbook, specific sections were used with a group of Junior High students. Exercises which presented some difficulty for the students were revised.

Based on a search of related literature, the handbook reflects the opinions of school library consultants, teacher/librarians and students of the age group for whom it is intended. Designed for Junior High School students, it can be adapted to meet the needs of individual teacher/librarians in specific school situations.

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PART I

THE STUDY

CHAPTER 1

AN OVERVIEW OF THE STUDY

Introduction

During the twentieth century knowledge has grown at an alarming rate. As a result, many changes have occurred in the concept of what education is and what educational practices are most effective. New curricula have constantly been developed and new subjects introduced. There has been increased concern for the individual needs of children, and a growing interest in how and why children learn.

Concern for the individual has led to new approaches to learning and teaching methodology which emphasize the individual and encourage personalized learning, independent inquiry, self-directed learning and resource based teaching. The traditional preoccupation with textbook teaching and learning has been challenged and educators are becoming increasingly concerned that young people, in addition to learning a body of knowledge, also learn how to learn.

This increasing emphasis on instructional resources has placed new demands on the school library. Indeed, Davies (1974) maintains that educational change has "hurled the school library from the peripheral fringes of the teaching-learning program into the mainstream of the instructional process itself" (p. 10). As a result, the

concept of the school library has changed from the traditional concept of the library, as a storehouse of books to the current concept of the school media center where the use of resources, facilities and services is directly related to the teaching-learning process.

Effective teaching and learning are the goals of all educators. The fulfillment of these goals, however, may now demand the facilities of a media rich school library. Well equipped libraries alone, though, will not necessarily provide students with a quality education. Able, dynamic, professional people are required to staff these centers, to provide, as Trump (1963) states, "service [which] will permeate the totality of education" (p. 6).

The Standards Committee of the Canadian School Library Association (1967) identifies the special functions of teacher/librarians as: building and organizing collections of instructional materials, encouraging and assisting faculty and students to make maximum use of these materials, training clerical and student assistants and directing their work and making use of modern publicity and public relations methods to build and maintain a vital library programme (p. 22).

Branscombe and Newsom (1977) suggest that the teacher/librarian must possess the skills of an educator, of a learning materials specialist, of an administrator, of

a producer of materials and a manager of technical processes (p. 36).

Clearly, the role of the teacher/librarian is a challenging one. It is unlikely that the challenge can be met by an overworked teacher/librarian or by a classroom teacher or administrator with little or no library training who co-ordinates the library as an added assignment.

Statement of the Problem

Though improvements continue to be made, school library development in this province is still in its infancy. There are few schools with full time professional personnel. Most library services are co-ordinated by a teacher who has some time released from regular classroom duties to organize and develop the collection and provide for the needs of pupils and teachers. The services such an individual can provide are naturally limited, particularly when technical and clerical duties are included.

Many of these technical and clerical duties may be efficiently performed by pupil assistants, thereby freeing the teacher/librarian for the more professional duties of working directly with staff and pupils. Pupil assistants must be trained, however, and the quality and level of service they provide may be directly related to the nature and quality of the training they receive. A simple handbook for the training of library assistants would outline

both the philosophy and the procedure of such a programme and provide necessary guidelines. Presently, no such comprehensive and practical handbook exists.

Purpose and Objectives

The purpose of this project was to develop a simple, practical handbook for the use of teacher/librarians and library assistants. The intent was to provide a basic text which might be used by the teacher/librarian for instructional purposes during the initial stages of the training programme and which might also be used by the library assistants themselves as a useful reference book both during the training period and after its completion. The handbook was meant to guide the student assistants' work so that only occasional direction from the teacher/librarian would be necessary. It was intended that the handbook would be accompanied by an introductory section for the teacher/librarian's use alone.

In the planning of this project, the following objectives were identified:

1. To provide guidelines for teacher/librarians in the recruiting of library assistants.
2. To provide guidelines for teacher/librarians in the selection of library assistants.

3. To develop guidelines for a training programme to be used by the teacher/librarian in the training of library assistants.

4. To outline the duties which can be performed by library assistants.

5. To identify the steps to be followed in carrying out these duties.

6. To develop practice exercises which the students will carry out under the direction of the teacher/librarian. The aim of such exercises is to ensure efficiency on the part of the library assistants.

7. To provide a reference text for library assistants which can be used after the training period has been completed.

Statement of Need

According to a report by Statistics Canada (1984), there were 38 teacher/librarians who spent from 75-100% of the school day administering a school library in the schools of this province during 1981-82. The writer has ascertained through conversations with many of these teacher/librarians that they felt very frustrated with conditions under which they were obliged to work. Most of them attempted to provide library service to large teaching staffs and vast numbers of students. A large urban school board, for example, employed 19 teacher/librarians on what

is considered a full time basis.¹ Many of these teacher/librarians were responsible for regular teaching duties in addition to their library assignment. Most, as well, performed the regular supervisory duties carried out by classroom teachers. One elementary teacher/librarian who taught 10 regular periods on a six day cycle was expected to co-ordinate a library programme for 496 students. She also attempted to serve the needs of 25 teachers.²

According to preliminary figures (Statistics Canada, 1984) in 1983-84, 30 teacher/librarians spent from 75-100% of the school day providing library service for students and teachers of this province. One large school board employs 24 of these teacher/librarians on what is considered a full time basis.³ Many of these teacher/librarians have duties other than those associated with library service. One of these teacher/librarians seeks to provide a library programme for 650 students from Kindergarten to Level Three. He attempts to serve the needs of 38 teachers. He teaches a High School course, as

1. Conversation with School Board office worker.

2. Conversation with teacher/librarian.

3. Conversation with School Board office worker.

well. In the meantime, he must perform the regular supervisory duties assigned to all teachers.⁴

It would seem, then, that although there have been improvements in the area of school libraries, the schools in Newfoundland are a long way from the ideal. Indeed, it would appear that the situation has worsened. In 1981-82, 38 teacher/librarians gave 75-100% of their school day to library work. By 1983-84, this number had decreased to 30 teacher/librarians who spent 75-100% of their day giving library service in the schools of this province (Statistics Canada, 1984).

Recorded statistics, however, can show only a part of the story. Many school libraries are still staffed by classroom teachers or administrators with little or no professional library training and with little time for co-ordinating the school library programme. Teacher/librarians and others responsible for library service, with a myriad of duties to perform are often bogged down with routine housekeeping chores. The teacher/librarian is frequently left with little or no free time for involvement in the more professional and challenging roles for which he/she was trained. While tasks such as circulation duties, reserving and delivering equipment, processing and shelving materials require little

4. Conversation with teacher/librarian.

professional skill; they must, nevertheless, be carried out systematically if a school library is to run smoothly and efficiently. One is forced to wonder, then, whether there is some way of alleviating a situation which makes it almost impossible for the teacher/librarian to function effectively. Can the teacher/librarian be freed from time consuming, repetitive clerical and administrative tasks? Can the school library be kept open, running smoothly and available to both students and teachers when the part time teacher/librarian is absent for large blocks of time? Can the school library operated by a classroom teacher or administrator play a more meaningful role in the school? The answer may lie in the selection, training and utilization of library assistants.

The writer has discussed the use of library assistants with many teacher/librarians. Almost unanimously, the individuals contacted thought that student assistants were a valuable, even an indispensable aid to the librarian. They claimed that student assistants enable the library to function more efficiently and allows the professional staff to be more available to pupils and teacher.

If library assistants are to play a meaningful role in the operation of a school library, adequate training must be provided. A suitable training programme might be more efficiently organized and effected through the use of a comprehensive handbook directed at both teacher/librarians

and library assistants. Such a handbook would provide guidelines and identify procedures for the training, selection, recruitment and utilization of student assistants. After the initial training period has been completed, this handbook would provide a useful reference and guide so that only occasional help from the teacher/librarian would be necessary.

The provincial school library consultant, library consultants at the school board level and teacher/librarians all confirmed the need for such a handbook for all those directly involved in school library service, particularly for those with little or no library training.

Methodology

The purpose of this project was to develop a handbook for the use of both the teacher/librarian and library assistants. Initially, the plan was to prepare two separate handbooks, one for the teacher/librarian and one for the library assistants themselves. In the course of the development of the project, this plan was revised and the present library assistant handbook, accompanied by an introduction for the teacher/librarian, was prepared. This change occurred as a natural result of the steps which were followed in the project development. These steps are outlined below.

1. Confirmation of a genuine need was sought by contacting 20 people in the field of school libraries. Included in this group were the provincial school library consultant, library consultants at the school board level and teacher/librarians. These individuals were chosen to be representative of the major denominational school systems, and both urban and rural areas. It was believed that the provincial school library consultant would be able to assess the general need in the province.

2. A literature search was conducted in order to determine what authorities in the field of school libraries have written regarding the following topics:

- a. The Library Assistant Programme
- b. Recruiting Library Assistants
- c. Selecting Library Assistants
- d. Training Library Assistants
- e. Duties of Library Assistants
- f. The Library Club
- g. Rating and Evaluation of Library Assistants
- h. Recognition of Service

3. On the basis of the literature search a preliminary outline of the handbook was developed. This outline was sent for examination and critical response to the provincial school library consultant, 10 library consultants at the school board level and 9 teacher/librarians. These individuals, with the exception of the provincial

school library consultant, were chosen to be representative of the major denominational school systems and both urban and rural areas. Copies were also submitted to a school library supervisor from British Columbia as well as a full time teacher/librarian from that province and a teacher/librarian from Manitoba. An accompanying questionnaire requested constructive criticism regarding appropriateness of topics and general format of the handbooks. A copy of the questionnaire can be found in Appendix A. Responses were received from all to whom the outline and questionnaire were submitted.

4. Response to the questionnaire was very favourable. Suggested changes in content were of a minor nature. All such suggestions were acted upon. Consequently, one of the proposed topics, Weeding, was deleted from the outline, since it was felt that this particular topic should not be included in library assistants duties. A more significant concern raised by the respondents was that of the proposed format. It was generally felt that two separate handbooks, one for the teacher/librarian and one for the students would involve a great amount of repetition and would not be particularly appropriate for the intended purpose. This had already become apparent to the writer but it had been decided to await the comments of the professionals in the field before changing the initial plan. Their responses confirmed the writer's decision and, consequently, the

format was changed and the present arrangement was adopted. The present arrangement is a simple handbook designed particularly for the use of the students but one which may be useful for teacher/librarians in the initial instructional period. Accompanying the handbook is a brief section designed to serve as a guide to teacher/librarians. This section sets forth the philosophy behind the use of student assistants in the school library, establishes general guidelines for the setting up of a library assistant programme and introduces the student handbook.

5. On the basis of the literature search and the criticisms and suggestions received from the various contacts, the first draft of the handbook was prepared. Copies of the draft were sent to the provincial school library consultant, three library consultants at the school board level and six teacher/librarians. Those individuals, with the exception of the provincial school library consultant, were chosen to represent the major denominational school systems and both rural and urban areas. These people, directly involved with school library service, were asked to examine the handbook and respond to the accompanying questionnaire. They also agreed to suggest any changes which in their opinion would improve the handbook. Each person examined the handbook and returned the completed questionnaire. A copy of the questionnaire can be found in Appendix A.

6. Response to the handbook was very positive. All were in agreement with the general format and the topics which were included. All agreed that the handbook would benefit both the teacher/librarian and the student assistants. There were no substantive changes suggested by the examiners.

7. To determine student response to vocabulary, style, and level of difficulty, a number of sections were used with a group of Junior High students. Sections chosen particularly because of their potential for difficulty were those dealing with the Dewey Decimal System of Classification. The students displayed no difficulty with the explanatory information or with Practice Exercises Three and Five. Some students experienced difficulty with Practice Exercise Number Four because many of the book titles were not specific. As a result of student reaction, Practice Exercise Number Four was revised to include specific book titles.

The handbook in its present form has resulted from the steps outlined above. Based on a search of related literature it reflects also the opinions of school library consultants, teacher/librarians and students of the age group for whom it is intended.

Organization of the Report

- This report is arranged in two parts. Part I, entitled, THE STUDY, is reported in three chapters. Chapter 1 includes a description of the subject under consideration, the purpose and objectives of the project, a statement of need and the methodology followed.

Chapter 2 reviews the literature related to the establishing of a library assistant programme as well as the need for such a programme. This literature review is reported under the following headings:

1. The Library Assistant Programme
2. Recruiting Library Assistants
3. Selecting Library Assistants
4. The Training of Library Assistants
5. Duties of Library Assistants
6. The Library Club
7. Rating and Evaluating of Library Assistants
8. Recognition of Service.

Chapter 3 consists of a summary and conclusions.

Three appendices are included with Part I. Appendix A consists of letters, outlines and questionnaires sent to professionals in the field of school libraries. Appendix B has a copy of a letter from Bro-Dart giving permission for the use of material bearing a copyright. Appendix C is composed of a sample recruiting flyer, a sample certificate

of service, a sample library assistant schedule and sample rating instruments.

Part II, THE HANDBOOK, is designed as a handbook for the use of school library assistants and teacher/librarians. The handbook has two sections. Section 1 is addressed to the teacher/librarian. It outlines the philosophy behind a library assistant programme, provides guidelines for the establishing of such a programme and introduces the handbook. Section 2 is the handbook which is designed to be used by teacher/librarians and students during the instructional stage of the programme and by the library assistants themselves as a reference tool after the training period has been completed.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

Recent emphasis on individualization, inquiry, independent learning and resource based teaching has placed additional demands on teacher/librarians. It is expected that the teacher/librarian will be involved in curriculum development and be active in professional concerns within the school and community. The teacher/librarian must be familiar with teaching strategies and learning styles and be able to organize time, resources and personnel in order to provide an educational service which is vital to the school's instructional programme.

These demands require more time and effort than one teacher/librarian can provide. Trained library assistants are able to free the teacher/librarian from many routine clerical and technical tasks. The teacher/librarian then has more time to devote to the professional and challenging aspects of library service. This chapter will review the literature dealing with the nature of a library assistant programme, the selection, training and using of library assistants. It will also review the literature regarding the library club, the rating and evaluation of library assistants and recognition of service performed by library assistants.

The Library Assistant Programme

The ideal library assistant programme, as it was perceived by Bennett (1938) almost a half century ago, is one which benefits both the teacher/librarian and the assistants themselves. She maintained that a student assistant can "render valuable service to... [the teacher] librarian" (p. 1). In return, the student gains a knowledge of how to use the library which will serve well during his/her school days and carry over to later life (p. 1).

Over a quarter of a century ago, Douglas (1957) saw the teacher/librarian benefit from a successful library assistant programme since

A carefully directed plan of student help makes possible fuller utilization of the professional services for which the [teacher] librarian was trained. (p. 2)

At the same time benefit accrued to the participating students since the work experience helped in their growth and development. Douglas stated that the student assistant programme should be designed:

1. To give students an opportunity to broaden their personal experience.
2. To give pupils an opportunity to become more adept in the use of books and libraries.
3. To provide opportunity to explore vocational interests through prevocational experiences.
4. To provide opportunity for experiencing the satisfactions inherent in service to fellow students and teachers.

5. To provide co-operative attitudes between the teacher/librarian and students.
6. To provide additional opportunities for democratic participation.
7. To provide opportunities for developing and using special skills.
8. To provide increased and improved library service to the school community (p. 2).

Some schools, according to Douglas, allow academic credit in return for library work. She points out, however, that a great deal of planning is required in the implementation of such a course. A course of this nature requires written assignments and lab work and is not to be confused with instruction for carrying out volunteer duties (p. 17).

Lowrie (1961) cautions against using library assistants as "a substitute for regular paid clerical assistants" (pp. 140-141). She believes, however, that a well planned library assistant programme "can do much to lighten some of the tasks which often cause a [teacher] librarian, constantly in need of more clerical assistance, to bog down" (p. 140).

Saunders (1975) points out the need for library assistants. She says, "All too often the corps of student assistants is the only help which a [teacher] librarian has (p. 162). Saunders also insists that students will profit from their work in the library. They have the opportunity of viewing materials before they are circulated, learn

about library usage and gain experience in many clerical and technical tasks. She claims that the student assistant may acquire traits such as accuracy, neatness, initiative and responsibility which train him/her for future positions (p. 163).

Delaney (1968) states that library assistants can greatly benefit the teacher/librarian. He also believes that this work is good for children, particularly in providing "esteem to some who might not have it otherwise" (p. 137).

Freeman (1975) in her book Pathfinder points out that a library assistant programme requires much effort and guidance from the teacher/librarian. Nevertheless, students who have had the benefit of such a programme "relieve the staff of...routine work, so that other tasks requiring a higher level of training and skills can be performed...by the adult staff" (p. 42). Freeman speaks positively of the rewards of being a library assistant. She believes that volunteer work in the school library helps the student "develop socially, intellectually and emotionally" (p. 40). She also claims that improved grades in the Language Arts area sometimes result from a student's library experience.

Wehmeyer (1975) advocates the use of student assistants in making the library accessible to students and teachers. When the teacher/librarian must be absent,

assistants can keep the library open and running efficiently. This is particularly true in the case of the part-time teacher/librarian who may be absent for days at a time. In terms of rewards, Wehmeyer points out that these pupils are not merely assisting the teacher/librarian, "they are also gaining a sense of participation in and respect for the library [programme], which is more important than the work they do" (p. 2).

Recruiting Library Assistants

Recruiting the right type of student is the first step in setting up a well planned library assistant programme. This task can be carried out in a variety of ways.

Douglas (1957) suggests that the teacher/librarian should encourage pupils who show interest in and an aptitude for library work to sign up as volunteers. She believes that good assistants should be encouraged to volunteer again at the beginning of the next school year. In this way experienced assistants are available to guide new recruits (p. 12).

Other methods of recruiting library assistants referred to by Douglas include:

1. Encouraging assistants to recruit new members.
2. Asking teachers, counselors or the principal to recommend pupils.

3. Planning library service as a credit course.
4. Asking the student council to co-operate in appointing a library service committee (p. 13).

Cohen (1962) recommends that the teacher/librarian publicize staff recruitment in order to attract pupils. Early in the year a general announcement could be made to whatever grades are to be included in the programme. An attractive flyer may also be designed and posted at various locations throughout the school. This flyer might outline qualifications, benefits, duties and procedures to be followed in applying for a library assistant's job (p. 8). Douglas (1957) agrees with Cohen on the use of a flyer to stimulate interest in becoming a library assistant (pp. 33-35). An example of one type of flyer can be found in Appendix C.

Some teacher/librarians require applicants to write a letter stating why they wish to become library assistants, and stating what they believe their qualifications are. Teachers are asked to sign this letter and make any comments which might help the teacher/librarian in deciding whether to accept the student. Cohen supports this idea. She maintains that

The children who take the trouble to actually write a letter certainly indicate sufficient interest in library work and will usually make willing and enthusiastic workers. (p. 9)

Selecting Library Assistants

After obtaining a list of interested students, the teacher/librarian must attempt to select the required number. Freeman (1975), Lowrie (1961) and Douglas (1957) all agree that the teacher should be consulted before an assistant is selected. Cohen (1962) and Douglas (1957) state that the teacher/librarian should conduct a personal interview with each candidate. During the interview the child may be shown a list of rules, a sample schedule of work assignments and reminded of his/her responsibilities as a library assistant. It will also be determined at this time whether or not the child has the available time required for library work (Cohen, 1962, p. 9).

Some teacher/librarians give a qualifying exam to all students who apply (Benezra and Goodman, 1964, p. 24). Delaney (1968) claims that this is an excellent idea. He believes that generally speaking "the higher the intelligence of the child, the better work he will do in the library" (p. 138).

• According to Douglas (1957), in selecting library helpers the teacher/librarian should look for the following qualifications:

- 1, Passing grade in all subjects
2. At least two periods a week for library work.

3. Ability and willingness to work at his scheduled time in the library
4. Time to help occasionally before and after school
5. Infrequent absence or tardiness
6. Respect for the library and its rules and regulations
7. Interest in books and people
8. Ability to co-operate with the [teacher] librarian
9. Punctuality, accuracy and dependability
10. Reasonable initiative and observation
11. Courtesy and a good disposition
12. The respect of other pupils
13. Neatness and cleanliness in appearance
14. Legible handwriting (p. 13).

Douglas (1957) states that after unsuccessful candidates have been eliminated, the daily needs of the library must be taken into account. The teacher/librarian must now consider availability of students and special skills that some may have in order to make up a workable schedule (p. 14).

Cohen (1962) advises that the teacher/librarian should be flexible in selecting potential library assistants. She says:

Occasionally it may be advisable to accept a child who expresses orally some interest in library work but does not have enough application or initiative to write a letter...but who...would benefit from participation in library work (p. 9).

On the same topic, Cohen further adds that "children who express some interest in library work should be chosen but selection should be done on the basis of observed needs as well" (p. 10). A teacher may feel, for example, that a slow reader may need extra exposure to books to discover his/her interests and that library work may help to bring this about, or, a child with emotional problems may be helped by the responsibility of library work. A teacher may feel that a pupil who is not interested in reading may be encouraged by working with books (Cohen, 1962, p. 16).

Douglas (1957) and Cohen (1962) agree that the number and age of library assistants will vary with school size, the teacher/librarian's preferences and the responsibilities they are given. They both claim that a period of experimentation may be necessary before the teacher/librarian decides on the number of assistants he/she wishes to employ.

The Training of Library Assistants

The type of training provided for library assistants is crucial to the success of the programme. The length of the training period will depend on the amount of time an individual teacher/librarian can devote to the task as well as the number of duties he/she wishes to assign.

Cohen (1962) advocates training assistants individually rather than in groups. She also states that if formal

library lessons are taught during the regular class library period, only oral review will be necessary in the teaching of some tasks. When an assistant is given a task, the procedure is explained and repeated when necessary. Cohen also discusses the use of weekly meetings, where duties are explained to library assistants as a group. The disadvantage of this method, she notes, is that meetings are difficult to arrange and by the time a specific task is assigned, the student will have forgotten how to do it (pp. 20-21).

Douglas (1957) disagrees with Cohen (1962) on the topic of individual instruction. She feels that much of the teacher/librarian's time and energy is lost in repetition. She feels that library assistants should meet regularly as a group for the purpose of instruction. Some schools have a weekly activity period and arrangements could be made to meet at that time. In other schools, members meet with the teacher/librarian during half a lunch period (p. 15).

Douglas (1957) believes that library assistants require considerable individual guidance particularly at the start of the programme (p. 15); Freeman (1975) makes this point also (p. 42).

Some teacher/librarians prepare a handbook or manual for use in training student assistants. Douglas (1957) believes that "a code book or manual is almost

indispensable as a training device" (p. 15). The pupil then has access to a written description of how a task is performed and can refer to it whenever the need arises. Douglas (1957) claims that a library assistant's handbook or manual not only gives direction, "it also gives [the student] confidence and security" (p. 15).

The Duties of Library Assistants

After selecting the desired number of interested students, the teacher/librarian must decide what tasks they will be required to perform. These tasks will vary to suit the individual teacher/librarian and specific school situations.

Douglas (1957) lists the services which library assistants can competently perform:

1. Circulation Services
2. Shelving Services
3. Room Services
4. Reserve Materials
5. Book Processing Services
6. Magazine and Newspaper Services
7. Information File Services
8. Audio-Visual Services
9. Publicity and Public Relation Services
10. Reference Services
11. Repair Services

12. Cataloguing Services

13. General Clerical Services (pp. 3-10).

In order to attract and maintain an enthusiastic and efficient pupil staff, the teacher/librarian must plan an interesting and instructive programme of duties.

This point is emphasized by Cohen (1962) who feels that "...only well defined tasks should be assigned and each job must be taught thoroughly" (pp. 17-18). She also advocates rotating jobs frequently in order to provide a variety of experiences and maintain interest. Some teacher/librarians prefer weekly rotations; others change jobs on a monthly basis (Cohen, 1962, p. 19).

Cohen (1962) also recommends praise for work well done and cautions that careless work by library assistants must not be tolerated (p. 18). A spirit of enthusiasm and co-operation should be encouraged in order to provide a vital library programme serving the whole school (Brewer and Willis, 1970, p. 24).

Delaney (1968) believes that a good training programme and judicious assignment of tasks make for an efficient library assistant programme. He says that many problems can be averted if the student knows exactly what is expected of him/her (p. 137).

The Library Club

In some schools, a library club is organized and conducted as one of the regular school-sponsored clubs. Generally, such clubs are found in junior and senior high schools. Douglas (1949) identifies a three-fold purpose to a library club:

to sponsor a greater interest among the students in the use of books and library service, to stimulate reading interest and to improve the library service of the school. (p. 26)

She suggests that any student may join the club and membership is maintained by attending meetings and participating in club activities. Officers are elected at the beginning of each semester and committees set up (p. 26).

According to Douglas (1949) the following committees may be drawn up to promote and improve library service: Programme Committee, Book Committee, Magazine Committee, Scrapbook Committee, Publicity Committee, Co-operation Committee and Social Committee (pp. 26-27).

Bennett (1938) agrees that these clubs can be very effective and that each person should be allowed to choose the committee on which he/she prefers to work. She advises that 30 should be the maximum number of students accepted for a library club. Larger clubs, she recommends, may be divided into sections (p. 226).

Delaney (1968) cautions that a good assistant may not wish to join a library club. Nevertheless, this student should be allowed to work in the library since "some of the best assistants belong to the band, the drama club or some other club" (p. 139). Delaney also advocates 20 or 30 students as a reasonable number for such a club (p. 139)..

Rating and Evaluating Library Assistants

Douglas (1957) states that while it adds to the teacher/librarian's workload, a plan for rating and evaluating library assistants will prove worthwhile (p. 17). Examples of rating instruments can be found in The Pupil Assistant in the School Library, by the same author. See Appendix C.

Cohen (1962) reports that in some schools library assistants answer a self evaluation given twice a year. The second quiz is a repetition of the first and shows each student where and to what extent he/she has improved (p. 23). Other teacher/librarians, according to Cohen, check their helpers after each work period, assigning a G(Good), F(Fair), or P(Poor). After a pupil receives three P's he/she is dismissed. Most teacher/librarians, however, have no formal rating system and rely on their own observations as to whether an assistant is doing a good job (Cohen, 1962, p. 23).

Recognition of Service

Douglas (1957) believes that regardless of the way in which it is carried out "some plan of recognition for the service given should be provided" (p: 17). Although there are intrinsic satisfactions in library service, there should be tangible rewards as well, she maintains. She makes reference to such practices as awarding badges, pins and "Certificates of Service" at the year end school assembly. See Appendix C.

Freeman (1975) agrees with Douglas (1957) on this point. She recommends simple staff parties throughout the year as a means of keeping morale high. Freeman advocates giving a special award, such as an engraved trophy to library assistants who have served for two full years (p. 43).

Summary

The amount of literature related to the topic is small and most of it is repetitive. Journal articles are brief and superficial. Much of the literature is dated and little has been written since 1968.

The literature review revealed agreement by authorities in the field on the following points:

1. A well planned, carefully supervised library assistant programme can be of value to the participating pupils, the teacher/librarian and to the school.

2. Although recruiting, selecting and training library assistants is a responsibility requiring much time and effort on the part of the teacher/librarian, the results will enable the library to function more effectively, thereby providing better service to pupils and teachers.

3. The number of library assistants and their age levels which a teacher/librarian may employ will vary with school size, the teacher/librarian's preference and the responsibilities assigned.

4. Some type of recognition should be given to students who serve as library assistants.

5. Adequate training is crucial to the success of a library assistant programme.

6. A handbook or manual can be of benefit to library assistants as a source of reference.

CHAPTER 3

SUMMARY AND CONCLUSIONS

Summary

School library service in Newfoundland has improved tremendously in the last decade but it is still a long way from the ideal. While most schools now have some part of the physical plant designated as a library, few have full time professional people to develop and administer those libraries and to implement library programmes for teachers and students.

Teacher/librarians and others responsible for library service often have little or no time to develop library programmes and work with teachers and students because most of the little time they have must be spent performing clerical and administrative tasks. Tasks such as delivering audio-visual equipment, reserving library materials and circulation routines do not require professional training yet they must be carried out systematically in order to operate an efficient school library.

An effective library assistant programme can do much to relieve the teacher/librarian of many of these time consuming, repetitive tasks. Trained library assistants can perform these duties, thereby freeing the teacher/librarian for more professional work with students and teachers.

A review of related literature revealed strong support for a library assistant programme and identified the tasks which may be effectively carried out by students who have been trained to do so. The literature emphasized, however, that careful training is crucial to the success of such a programme and recommended a handbook or manual as an aid in the training of student assistants.

This project was designed to prepare such a handbook for use in a library assistant training programme and thus to fill a need of those directly involved in school library service in this province, particularly those with little or no professional training.

The provincial school library consultant, who has a first hand knowledge of the school library situation throughout the province, library consultants at the school board level and teacher/librarians in the schools all confirmed the need for such a handbook.

This handbook is meant to be an aid to teacher/librarians and to library assistants during the initial training period and as a reference tool for the assistants after the training period has ended. Included along with the student handbook is a section for the teacher/librarian. This section outlines the philosophy behind a library assistant programme, provides guidelines for the establishing of such a programme and introduces the handbook.

Initially, the plan was to develop two separate handbooks, one for teacher/librarians and one for library assistants themselves. In the course of the development of the project, this plan was revised and the present library assistant handbook accompanied by a section for the teacher/librarian was prepared. A number of steps was followed in the development of the project. These steps are outlined below.

1. Confirmation of a genuine need was sought by contacting 20 people in the field of school libraries. Included in this group were the provincial school library consultant, library consultants at the school board level and teacher/librarians. These individuals were chosen to be representative of the major denominational school systems, and both urban and rural areas. It was believed that the provincial school library consultant would be able to assess the general need in the province.

2. A literature search was conducted in order to determine what authorities in the field of school libraries have written regarding the following topics:

- a. The Library Assistant Programme
- b. Recruiting Library Assistants
- c. Selecting Library Assistants
- d. Training Library Assistants
- e. Duties of Library Assistants
- f. The Library Club

g. Rating and Evaluating Library Assistants

h. Recognition of Service

3. On the basis of the literature search, a preliminary outline of the handbook was developed. This outline was sent for examination and critical response to the provincial school library consultant, 10 library consultants at the school board level and 9 teacher/librarians. These individuals, with the exception of the provincial school library consultant, were chosen to be representative of the major denominational school systems and both urban and rural areas. Copies were also submitted to a school library supervisor from British Columbia as well as a full time teacher/librarian from that province and a teacher/librarian from Manitoba. An accompanying questionnaire requested constructive criticism regarding appropriateness of topics and general format of the handbooks. A copy of the questionnaire can be found in Appendix A. Responses were received from all to whom the outline and questionnaire were submitted.

4. Response to the questionnaire was very favourable. Suggested changes in content were of a minor nature. All such suggestions were acted upon. Consequently, one of the proposed topics, Weeding, was deleted from the outline since it was felt that this particular topic should not be included in library assistant duties. A more significant concern raised by the respondents was that of the proposed

format. It was generally felt that two separate handbooks, one for the teacher/librarian and one for the students would involve a great amount of repetition and would not be particularly appropriate for the intended purpose. This had already become apparent to the writer but it had been decided to await the comments of the professionals in the field before changing the initial plan. Their responses confirmed the writer's decision and, consequently, the format was changed and the present arrangement was adopted. The present arrangement is a simple handbook designed particularly for the use of the students but one which may be useful for teacher/librarians in the initial instructional period. Accompanying the handbook is a brief section designed to serve as a guide to teacher/librarians. This section sets forth the philosophy behind the use of student assistants in the school library, establishes general guidelines for the setting up of a library assistant programme and introduces the student handbook.

5. On the basis of the literature search and the criticisms and suggestions received from the various contacts, the first draft of the handbook was prepared. Copies of the draft were sent to the provincial school library consultant, three library consultants at the school board level and six teacher/librarians. Those individuals, with the exception of the provincial school library consultant, were chosen to represent the major denominational

school systems and both rural and urban areas. These people, directly involved with school library service, were asked to examine the handbook and respond to the accompanying questionnaire. They also agreed to suggest any changes which in their opinion would improve the handbook. Each person examined the handbook and returned the completed questionnaire. A copy of the questionnaire can be found in Appendix A.

6. Response to the handbook was very positive. All were in agreement with the general format and the topics which were included. All agreed that the handbook would benefit both the teacher/librarian and the student assistants. There were no substantive changes suggested by the examiners. Favourable comments were made regarding the handbook. The respondents described it as "very comprehensive," "a great handbook," "a very good job" and "a noble effort which will be well received by teacher/librarians." The provincial school library consultant expressed the belief that "this work will be a valuable tool for the teacher/librarian in the training of students and a reference for students once they have been trained."

7. To determine student response to vocabulary, style, and level of difficulty, a number of sections were used with a group of Junior High students. Sections chosen particularly because of their potential for difficulty, were those dealing with the Dewey Decimal System of

Classification. The students displayed no difficulty with the explanatory information or with Practice Exercises Three and Five. Some students experienced difficulty with Practice Exercise Number Four because many of the book titles were not specific. As a result of student reaction, Practice Exercise Number Four was revised to include specific book titles.

The handbook in its present form has resulted from the steps outlined above. Based on a search of related literature it reflects also the opinions of school library consultants, teacher/librarians and students of the age group for whom it is intended.

Conclusions

The handbook was designed to meet general needs and general situations. It can, however, be adapted to the individual needs of particular schools. It is not, nor was it intended to be, a magic solution to the frustrations and problems associated with individual school library situations. No handbook can solve the problems experienced by overworked teacher/librarians. Every reasonable attempt has been made to include all relevant topics and to adopt a style which will make the handbook practical and useable by the students with a minimum of help. It is quite possible, however, that its use in the school library will reveal

weaknesses which are not now apparent, in which case a revision may be necessary.

A well trained group of school library assistants can be a great assist to the teacher/librarian. Training these students, however, is a demanding task requiring much time and effort. This handbook was designed to facilitate and enhance that training so that the teacher/librarian is supported by a team of efficient assistants who share the many tasks involved in the operation of a school library. Freed from many routine chores, the teacher/librarian will have the time to become involved in providing a dynamic library programme for students and teachers.

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APPENDIX A

26 Ridge Road
St. John's, Nfld.
A1B 2H5
May 6, 1983

Dear

I am a Graduate student in Learning Resources, Faculty of Education, Memorial University. As part of the Master's degree in Education, I am undertaking a project to develop a handbook for a library assistants' training programme. The plan is to design a simple handbook for teacher/librarians as well as a handbook for the use of library assistants themselves. These handbooks will deal with both the philosophy and procedures involved in such a programme, and will develop necessary guidelines for the implementation of the same.

I am asking for your co-operation and assistance in this project.

I realize that this is an extremely busy time for you and I am somewhat reluctant to make this request now.

However, before proceeding with this project I am anxious to have the type of responses which only you are able to give. For that reason I ask you if you would be kind enough to examine the proposed outline and complete the accompanying questionnaire. I would be most appreciative if you could do so by May 31.

Thank you for your time and consideration.

Yours truly,

Angela Kinsella

26 Ridge Road
St. John's, Nfld.
A1B 2H5
May 17, 1984

Dear

As part of the requirement for the M.Ed. in Learning Resources, I have prepared a handbook for use in a library assistants' training programme.

This handbook was prepared with a two-fold purpose in mind:

1. That it contain sufficient detail to make it useful to teacher/librarians as an aid in the training of library assistants.
2. That it be written in a manner which will permit it to be used by children both as a text during the initial training period and as a reference after the basic training has been completed.

While designed for the Junior High student, the handbook can, however, be adapted to suit specific school situations as well as the needs of the individual teacher/librarian.

It is hoped that the handbook will provide a guide so that after the children have received the basic training, only occasional direction from the teacher/librarian will be required.

The handbook is now in rough draft form. Problems with typing, figures and lay-out will be corrected in the final draft. Illustrations will be included and the handbook will be made as attractive as possible.

The final draft will be accompanied by a section addressed to the teacher/librarian. This section will include topics of interest such as the recruiting, training and scheduling of library assistants.

I realize that you are extremely busy at this time, and I am reluctant to ask for your help. However, in order to complete this project and in order to maximize its usefulness, I really need the reactions and suggestions from professionals in the field.

I am, therefore, asking for your co-operation and assistance. Would you be kind enough to examine the rough copy and complete the accompanying questionnaire? I would be most appreciative if you could return the questionnaire to me by June 7, 1984, or as soon as you possibly can. You may dispose of the handbook as you see fit. I will provide you with a copy of the finished product at a later date.

Thank you for your time and consideration.

Yours truly,

Angela Kimsella

OUTLINE

The handbook designed for the librarian's use will be developed under the following headings:

1. The Library Assistant in the School.
2. Recruiting Library Assistants.
3. Selecting Library Assistants.
4. Training Library Assistants.
5. The Library Club.
6. The Card Catalogue.
7. The Dewey Decimal System.
8. Areas of Service.
 - (a) Circulation.
 - (b) Shelving.
 - (c) Floor Duties.
 - (d) Processing New Materials.
 - (e) The Care and Repair of Library Materials.
 - (f) Clerical Duties.
 - (g) Audio Visual Equipment and Materials.
 - (h) Weeding the Collection.
 - (i) Inventory.
 - (j) Promoting the School Library.
 - (k) Magazines and Newspapers.
 - (l) Reserve Materials.
 - (m) The Reference Area.
 - (n) The Vertical File.

9. Practice Exercises for Library Assistants.
10. Evaluation Procedures.
11. Reward For a Job Well Done.

The library assistants' handbook will consist of a simple, illustrated guide which the library assistant can use as a point of reference. The topics included will be generally the same as those indicated above. It is hoped that the proposed handbook will direct the student assistants' work so that only occasional help from the librarian will be required. The handbook will deliberately be kept sufficiently general so that procedures may be adapted to individual needs. Since it is intended as a guide, it will make no attempt to be exhaustive. It will be organized under the following headings:

1. The Library Assistant in the School.
2. So You Want to be a Library Assistant.
3. Rules for Library Assistants.
4. The Dewey Decimal System.
5. The Card Catalogue.
6. Library Behaviour.
7. Areas of Service.
 - (a) Circulation.
 - (b) Shelving.
 - (c) Floor Duties.
 - (d) Processing New Materials.
 - (e) Care and Repair of Library Materials.

- (f) Clerical Duties.
- (g) Audio-Visual Equipment and Materials.
- (h) Weeding the Collection.
- (i) Inventory.
- (j) Promoting the School Library.
- (k) Magazines and Newspapers.
- (l) Reserve Materials.
- (m) The Reference Area.
- (n) The Vertical File.

QUESTIONNAIRE

Please answer yes or no to the following questions:

1. Is there a need for such handbooks? _____

2. Are the topics included in the outline the appropriate ones? _____

3. Are there omissions?
Please comment. _____

4. Are there areas which should be deleted?
Please indicate. _____

5. Is the format of the booklets appropriate? _____

6. Additional comments and suggestions.. _____

Questionnaire

Please reply to the following statements using the 5-point scale below.

- 1 - Strongly Agree
- 2 - Agree
- 3 - No Opinion
- 4 - Disagree
- 5 - Strongly Disagree

1. The handbook suits the two-fold purpose it was designed for _____

a) That it contains sufficient detail to make it useful to teacher/librarians as an aid in the training of library assistants.

1 2 3 4 5

b) That it be written in a manner which will permit it to be used by children both as a text during the initial training period and as a reference after the basic training has been completed.

1 2 3 4 5

2. The topics included are the appropriate ones.

1 2 3 4 5

3. The nature of each task is clearly described.

1 2 3 4 5

4. The instructions for performing each task are clear and easy to follow.

1 2 3 4 5

5. Tasks are arranged in logical order.

1 2 3 4 5

6. The language level is suitable for the Junior High student.

1 2 3 4 5

Please place a ☒ in the appropriate space.

1. Are there omissions? ☐ Yes ☐ No

If yes, please state.

2. Are there areas which should be deleted?

☐ Yes ☐ No

If yes, please state.

Please add any other comments below.

APPENDIX B

Ms. Angela Kinsella,
26 Ridge Road,
St. Johns, Newfoundland,
A1B 2H5

This letter is further to our telephone conversation of April 9, 1984.

Please find enclosed some free book repair booklets which I am sure will aid you in your demonstration.

Yours very truly,

/āb

NOTE: Instructions for book repair specifically designed for student assistants may be found on page 250 of the student handbook. Permission granted by Bro-Dart.

APPENDIX C

HELP! LIBRARY ASSISTANTS NEEDED



WOULD YOU MAKE A GOOD LIBRARY ASSISTANT?

IF YOU HAVE -

1. An interest in libraries and reading
2. A passing grade in all subjects, with a schedule permitting you to work in the library regularly each week
3. Good school citizenship, so that you may be depended upon to hold up high standards of good conduct at all times under all circumstances
4. A pleasing personality
5. Ability to get along well with faculty members and fellow students
6. Personal neatness
7. Efficiency in the performance of library duties
8. Skill in the use of library tools
9. A desire to learn and grow
10. Willingness to take corrections easily
11. An attitude of helpfulness
12. A wholesome attitude toward work
13. A willingness to work before and after school, occasionally
14. Some special ability in typing, art, or lettering

YOU WOULD !!!

WHAT LIBRARY ASSISTANTS DO

1. Help get new books and materials ready for circulation
2. Help mend books
3. Check in periodicals and newspapers, making them available for readers
4. Help plan and set up displays
5. Circulate books and other library materials
6. Help keep the library clean and attractive
7. Assist pupils who need help in using materials
8. Type letters, lists and library cards
9. Help with preparation of statistical data
10. Shelve books
11. Rearrange books properly on the shelves
12. File cards
13. Withdraw cards from the files
14. Assist in assembling materials requested by teachers
15. Assist in taking inventory

WHAT REWARDS LIBRARY ASSISTANTS RECEIVE

1. Opportunity to broaden one's experience
2. Development of personal skill in using all types of library tools
3. Opportunity to render service to one's school community
4. Opportunity to explore library service as a vocation
5. Opportunity to develop one's special abilities
6. Interesting social relationships
7. Opportunity to develop personality and special abilities
8. Opportunity to have early access to new books and magazines

For further information contact your

SCHOOL LIBRARIAN

And secure an application form.

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LIBRARY SERVICE AWARD

This certifies that

a student of _____ School has
given valuable service as a member of

STUDENT LIBRARY STAFF

and merits this award

Given at (city) (province), this _____ day of _____, 19____

Teacher/Librarian

Principal

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Association.

A WORK SCHEDULE SET UP BY SCHOOL DAY,

STUDENT LIBRARY ASSISTANT'S SCHEDULE						
Week of _____ (date)						
WEEKLY SCHEDULE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
<u>Before School</u> Sylvia Akhorn Juanita Singleton	ab g	ab g	ab g	ab g	ab g	ab g
<u>1st period</u> Teresa Carrigan Elizabeth Andrews Bill Baker	ab cd-1 gf	ab cd-2 g	ab cd-3 g	ab ce-4 g	ab ce-5 g	ab cd-1
<u>2nd period</u> Alice Brown John Jones Marilyn Wyles	ab B ef	ab E fd-1	ab D fh	ab F Special	ab cd-6 Special	ab cd-6 fd-8
<u>3rd period</u> Frank Johnson Phyllis Peacock Paul Ashley	ab efc E	ab efc D	ab efc F	ab efc C	ab efc A	ab efc E
<u>4th period</u> Norman Goode Mary Frances Carrigan Nancy Lynn	abc E F	abc C D	abc C D	abc C B	abc A g	abc E h
<u>5th period</u> Ann Bynum Bob Anderson Jane Kluttz	ab cd g	ab cd g	ab cd g	ab cd g	ab cd g	ab cd

Circulation Work

- Charging materials
- Slipping books
- Verifying and shelving books
- Reading shelves
- Overdue notices
- Straightening room
- Reserve books
- Magazines

Shelf Reading

- Fiction
- 000-599
- 600-919
- 920-921
- 930-999
- Reference
- Magazine stacks
- 800-899

Work Room

- Alphabetize cards
- Clipping
- Mending
- Paste pockets and date dues
- Collate and open new books
- Assemble classroom loans

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RATING INSTRUMENTS

Example 1:

HOW GOOD AN ASSISTANT AM I?

Name _____

Date _____

Do I report for duty promptly?	
Do I work faithfully?	
Do I listen to directions?	
Do I serve willingly and cheerfully?	
Do I observe all library regulations?	
Do I complete my assignments?	
Am I neat in my person?	
Am I neat in my work?	
Do I ask for special library privileges?	
Do I treat all library patrons the same?	
Do I volunteer for additional duties	

Rate yourself in the column using the following values:

1. Always
2. Usually
3. Sometimes
4. Rarely
5. Never

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Example 2:

RATING CHART FOR STUDENT LIBRARY ASSISTANTS

Dates _____	
<u>Names of Library Helpers</u>	<div style="display: flex; justify-content: space-between;"> <div>MTWTF</div> <div>MTWTF</div> <div>MTWTF</div> <div>MTWTF</div> </div>
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

<u>Key to Rating Code</u>	
Red	Reported to duty and completed assignment without being reminded
Blue	Completed assignment satisfactorily and volunteered for additional assignment
Green	Gave additional hour to service in the library
Black	Failed to report for duty
Yellow	Gave unsatisfactory service
Orange	Contributed flowers or some other material project
Purple	Showed great interest in reading program

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PART II

A HANDBOOK FOR THE USE OF TEACHER/LIBRARIANS
AND
SCHOOL LIBRARY ASSISTANTS

SECTION 1

AN INTRODUCTION FOR TEACHER/LIBRARIANS

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Introduction

During the last ten years improvements have been made in the area of school libraries in Newfoundland and Labrador. Many well-equipped libraries have been established. Most schools are attempting to provide some sort of library service. Some schools are staffed by full-time professional people. Despite these improvements library development in this province is still in its infancy. Only a small percentage of our schools can boast of full-time professional teacher/librarians. Indeed, where there are such professionals, most of them attempt to serve large teaching staffs with pupil enrolments of up to 800. This is a far cry from the standards of the Canadian School Library Association which as long ago as 1967 recommended a full-time teacher/librarian for the first 300 students with one teacher/librarian for each additional 500 students. At that time where the school enrolment was 500 students, one clerical assistant was suggested. Branscombe and Newsom (1977) recommend a professional assistant to share the responsibilities of the teacher/librarian in a large school. They also recommend support staff in the form of an assistant with secretarial and clerical skills. In our own province, Riggs and Crocker (1979) recommend a half time teacher/librarian for an enrolment of 150-500

students. Where the number exceeds 500, the recommendation is one full time teacher/librarian (p. 207).

Many of the full-time professionals in our schools are responsible for regular supervisory duties normally carried out by classroom teachers. As well, many have been assigned regular teaching duties in addition to their library assignment.

There are, of course, many school libraries staffed by part-time teacher/librarians who are responsible for coördinating a library programme for the whole school. They have regular teaching duties as well. They, like the full-time personnel, must supervise buses, cafeterias, and classrooms during recess, lunch hour and after school.

There is still a large number of Newfoundland schools which have neither full-time nor part-time teacher/librarians. These schools depend on regular classroom teachers for library service. In these schools classroom teachers perform library duties in addition to their regular teaching responsibilities. Much of their work must thus be done outside of class time, during recess periods, at the end of the school day and on weekends.

It would seem, therefore, that in terms of library service our schools are a long way from the ideal.

Classroom teachers with little or no library training and with an already heavy workload administer many of our school libraries. The full and part-time

teacher/librarian, with a myriad of duties to perform, is often bogged down with routine chores. There is little or no free time for involvement in the more professional and challenging roles for which he/she was trained.

There are many routine tasks involved with the organization and operation of a school library which require little or no professional training. Tasks such as circulation routines, shelving, shelf reading, the processing of materials and delivery of equipment must be carried out systematically, however, if the library is to run smoothly and efficiently. Can the teacher/librarian be freed from such time consuming, repetitive clerical and administrative tasks? Can the school library be kept open and running smoothly when the part-time teacher/librarian is absent? Can the school library operated by a classroom teacher offer better service to students and teachers? The answer may lie in the selection, training and utilization of library assistants.

What tasks can trained library assistants competently perform? The list below may serve as a guide.

1. Circulation - print and non-print.
2. Shelving library materials.
3. Shelf reading.
4. Processing new materials.
5. Filing catalogue cards.
6. Reserving audio-visual equipment.
7. Taking inventory.

8. The care and repair of library materials.

9. Promoting the school library.

The type of service which a student assistant performs will depend not only on his/her ability, maturity, interest and previous experience; understanding of what the teacher/librarians expectations are and how the task should be carried out are of paramount importance in terms of student efficiency. It is therefore the teacher/librarian's responsibility to analyze the skills involved in each situation and develop a training programme accordingly. For instance, the student who loves to type would probably be scheduled for typing duties. The girl with a flare for decorating might be placed in charge of bulletin boards and displays. These students would be given the opportunity, of course, to work at other tasks as well.

Library assistants can do much to lighten the teacher/librarian's workload, thereby freeing him/her for more direct involvement with students and teachers. Everyone gains when an effective library assistant programme is in place. The assistants themselves acquire valuable skills and develop socially, emotionally and intellectually; the teacher/librarian is free to concentrate on professional duties and the teachers and students receive quality library service.

Library assistants can play a vital role in your school library. Why not give them a chance?

Recruiting School Library Assistants

Recruiting interested students is the first step in setting up a well-planned library assistant programme. This task can be carried out in a variety of ways.

Some students show an interest in and an aptitude for library work. The teacher/librarian might encourage these students to sign up as volunteers. Since good assistants are a boon to the busy teacher/librarian, it would be wise to encourage such students to sign up again for the next school year. In this way experienced assistants are available to guide new recruits. There are usually a few students who suddenly develop an interest in library work in the middle of the school year. Despite the fact that the training period has already been completed, you may consider taking them on in a limited capacity. There are usually some drop-outs and these students joining the programme late may be able to take the places vacated by those who have left. Of course, all students who are chosen as assistants, whether at the beginning of the year or at some other time, will be chosen according to some particular guidelines which are a part of the policy of the school. A suggested set of guidelines may be found on page 8.

Other methods for recruiting helpers include encouraging library assistants to recruit new members, asking

teachers, the principal and vice-principal to recommend students, and asking the student council to help in setting up a library service committee.

The teacher/librarian might do some advertising in order to attract pupils. A general announcement over the public address system could be made to the grades that are to be included in the programme. An attractive flyer and/or poster might be designed and posted at various locations throughout the school. This flyer/poster might outline qualifications, benefits, duties, and procedures to be followed in applying for a library assistant's job. An example of an appropriate flyer may be found on pages 9-11.

Some teacher/librarians require applicants to write a letter stating why they wish to become library assistants and stating what they believe their qualifications are. Teachers are asked to sign this letter and make comments regarding the suitability of the student for the job.

Other teacher/librarians claim that written applications are time-consuming and unnecessary, particularly in the small school where students are well-known. There may be positive aspects to the business of student letters, however. Children who take the trouble to write a letter certainly demonstrate keen interest and will most likely make enthusiastic helpers.

When is the "best" time to recruit library assistants? Some teacher/librarians prefer to do this in May so that students are selected, trained and ready for September. Experienced assistants are available to help train recruits in May and June. Then, in September, only a brief review is needed. Other teacher/librarians prefer to wait until September when both students and teacher/librarians are fresh and enthusiastic. They say that May is a hectic time with teachers trying to get as much work as possible from students. Other activities such as public speaking and school concerts take priority at this time.

The individual teacher/librarian is the best judge of the most appropriate time to recruit student assistants in the particular school. He/She knows the school situation and the amount of time available for training.

GUIDELINES FOR SELECTION OF LIBRARY ASSISTANTS

1. Passing grades in all subjects
2. At least two periods a week for library work
3. Ability and willingness to work at his scheduled time in the library
4. Time to help occasionally before and after school
5. Infrequent absence or tardiness
6. Respect for the library and its rules and regulations
7. Interest in books and people
8. Ability to co-operate with the librarian
9. Punctuality, accuracy, and dependability
10. Reasonable initiative and observation
11. Courtesy and a good disposition
12. The respect of other pupils
13. Neatness and cleanliness in appearance
14. Legible handwriting

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HELP! LIBRARY ASSISTANTS NEEDED



WOULD YOU MAKE A GOOD LIBRARY ASSISTANT?

IF YOU HAVE -

1. An interest in libraries and reading
2. A passing grade in all subjects, with a schedule permitting you to work in the library regularly each week
3. Good school citizenship, so that you may be depended upon to hold up high standards of good conduct at all times under all circumstances
4. A pleasing personality
5. Ability to get along well with faculty members and fellow students
6. Personal neatness
7. Efficiency in the performance of library duties
8. Skill in the use of library tools
9. A desire to learn and grow
10. Willingness to take corrections easily
11. An attitude of helpfulness
12. A wholesome attitude toward work
13. A willingness to work before and after school occasionally
14. Some special ability in typing, art, or lettering

YOU WOULD !!!

WHAT LIBRARY ASSISTANTS DO

1. Help get new books and materials ready for circulation
2. Help mend books
3. Check in periodicals and newspapers, making them available for readers
4. Help plan and set up displays
5. Circulate books and other library materials
6. Help keep the library clean and attractive
7. Assist pupils who need help in using materials
8. Type letters, lists and library cards
9. Help with preparation of statistical data
10. Shelve books
11. Rearrange books properly on the shelves
12. File cards
13. Withdraw cards from the files
14. Assist in assembling materials requested by teachers
15. Assist in taking inventory

WHAT REWARDS LIBRARY ASSISTANTS RECEIVE

1. Opportunity to broaden one's experience
2. Development of personal skill in using all types of library tools
3. Opportunity to render service to one's school community
4. Opportunity to explore library service as a vocation
5. Opportunity to develop one's special abilities
6. Interesting social relationships
7. Opportunity to develop personality and special abilities
8. Opportunity to have early access to new books and magazines

For further information contact your

SCHOOL LIBRARIAN

And secure an application form.

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Selecting Library Assistants

After the teacher/librarian has obtained a list of interested students, he/she must attempt to select the required number. There are several ways to complete this task. The following are suggestions.

1. Consulting with the teacher as to whether a child should be selected. This may be a teacher from the previous year, if the selecting is carried out in September. While interest is an important criterion, selection should be done on the basis of observed needs, as well. A teacher may feel that a slow reader may benefit from the extra exposure to books and magazines. A student with little sense of self-worth may profit from the responsibility of library work as well as from the praise and recognition he/she may receive. A teacher may feel that a pupil who lacks interest in reading may develop an interest by working in the library. Classroom teachers can be a boon to the teacher/librarian in this regard, since they are aware of the needs and abilities of individual students.

2. Conducting a personal interview with each candidate. During the interview the student may be shown a list of rules, given a sample schedule of job assignments and reminded of the responsibilities involved. The teacher/librarian at this time can also ascertain whether

or not the student has the available time required for library work.

3. Giving a qualifying exam. Jack Delaney (1968), in his book The New School Librarian recommends this approach highly. He claims that this is an excellent method, since generally speaking "...the higher the intelligence of the child, the better work he will do in the library" (p. 138). Many teacher/librarians would probably disagree with this plan since it would favour only bright students. The point needs to be emphasized that the average or below average pupil is often the most faithful and reliable worker the teacher/librarian has. Many tasks such as attaching book pockets, and arranging magazines and newspapers require little intellectual ability and can be done well by the below average pupil.

What qualifications should the teacher/librarian look for in selecting library helpers? The following list has been compiled as a guide. Perhaps you may find it helpful. You may, of course, wish to adapt it to suit your present situation.

1. Passing grades in all subjects or recommendation by the classroom teacher.
2. Ability and willingness to work at the assigned time.
3. Freedom to help occasionally before and after school.

4. Infrequent absence or lateness.
5. Respect for library rules and regulations.
6. Interest in books and other library materials.
7. Interest in people.
8. Ability to cooperate with the teacher/librarian.
9. Punctuality, accuracy and dependability.
10. Enthusiasm and initiative.
11. Courtesy and a pleasant personality.
12. Respect for other students and teachers.
13. Neatness and cleanliness.

Teacher/librarians sometimes wonder about the number of helpers to select. It seems that there is no magic number. Some teacher/librarians accept every student who expresses an interest. This may work well in a small school where the teacher/librarian knows each child. It may not work at all in a large school. The number of students employed as library assistants will likely vary according to school size, the teacher/librarian's preference and the responsibilities given. A period of experimentation often helps the teacher/librarian make a decision regarding the most desirable number of student assistants.

Training Library Assistants

One of the most difficult aspects of a library assistant programme is the training period. Indeed, some teacher/librarians forego such a programme because they simply do not have the time required to train the students. It will be obvious, however, that an appropriate training programme must be carefully planned and implemented. Otherwise, the practice of having library assistants at all must be questioned.

It does, indeed, take time and effort to train a team of student helpers. The teacher/librarian who undertakes such a venture, however, will find that the rewards are worthwhile. The teacher/librarian's job is more pleasurable and far less frustrating when there are others to share the workload.

The type of training provided for library assistants is vital to the programme's success. Students must know what they are to do and how to do it. How much time then is involved in this training period? Again, it will depend on the amount of time an individual teacher/librarian can devote to the task, as well as the number of duties he/she wishes to assign.

Literature pertaining to the training of student assistants is divided on the most appropriate approach. Some experts in the field recommend training assistants

individually rather than in groups. It is felt that if formal library lessons are taught during the regular library period, only oral review will be necessary in the teaching of some tasks. When an assistant is assigned a task, the procedure is explained and repeated when necessary. Individual instruction seems rather impractical, however, when one considers the hectic schedule of most teacher/librarians. Where would a teacher/librarian find the time and energy for such repetition?

An alternative to individual instruction is to train students in groups. This is the method presently used by most teacher/librarians and favoured by many experts in the field. The training is most often done during recess and lunch breaks. Many teacher/librarians would prefer to give instruction after school but this is not always possible since many students are bused home immediately after school. Some schools have a weekly activity period. This period is sometimes used for training assistants.

Scheduling Library Assistants

In order for the teacher/librarian to know that each essential library task has an assistant assigned to it, a schedule of duties must be set up. This schedule will play an important part in getting the job done efficiently.

There are two approaches which the teacher/librarian may take when assigning tasks. He/She may take the specialist approach whereby certain tasks are assigned to each student for the entire school year. The disadvantage of this method is that the more interesting jobs are permanently assigned to only a few students. Also, boredom often sets in when a student must repeat the same tasks for a long period of time. As a result, the drop-out rate may be high. The generalist approach seems to be the one that works best. Tasks are rotated weekly or geared to the six-day cycle. This type of schedule provides a variety of experiences and is generally more interesting for the student. Library assistants are usually scheduled for work before school begins, during recess, lunch time and after school. In some schools student assistants may be available during class time. For instance, library assistants may be freed for library duty when other students go to band or choir practice.

It is unlikely that any one schedule can be devised which will meet the needs of every school library. Each

teacher/librarian will determine a schedule which suits individual needs and possibilities. The teacher/librarian may find it necessary to experiment and make adaptations until a satisfactory plan for his/her library situation is worked out. A sample schedule which may be of some help can be found on page 22.

A WORK SCHEDULE SET UP BY SCHOOL DAY

STUDENT LIBRARY ASSISTANT'S SCHEDULE						
Week of _____ (date)						
WEEKLY SCHEDULE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
<u>Before School</u> Sylvia Akhorn Juanita Singleton	ab g	ab g	ab g	ab g	ab g	ab g
<u>1st period</u> Teresa Carrigan Elizabeth Andrews Bill Baker	ab cd-1 gf	ab cd-2 g	ab cd-3 g	ab ce-4 g	ab ce-5 g	ab cd-1
<u>2nd period</u> Alice Brown John Jones Marilyn Wyles	ab B ef	ab E fd-1	ab D fh	ab F Special	ab cd-6 Special	ab cd-6 fd-8
<u>3rd period</u> Frank Johnson Phyllis Peacock Paul Ashley	ab efc E	ab efc D	ab efc F	ab efc C	ab efc A	ab efc E
<u>4th period</u> Norman Goode Mary Frances Carrigan Nancy Lynn	abc E F	abc C D	abc C D	abc C B	abc A g	abc E h
<u>5th period</u> Ann Bynum Bob Anderson Jane Kluttz	ab cd g	ab cd g	ab cd g	ab cd g	ab cd g	ab cd

Circulation Work

- Charging materials
- Slipping books
- Verifying and shelving books
- Reading shelves
- Overdue notices
- Straightening room
- Reserve books
- Magazines

Shelf Reading

- Fiction
- 000-599
- 600-919
- 920-921
- 930-999
- Reference
- Magazine stacks
- 800-899

Work Room

- Alphabetize cards
- Clipping
- Mending
- Paste pockets and date dues
- Collate and open new books
- Assemble classroom loans

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Recognition and Rewards

While many library assistants obtain intrinsic satisfaction from library service, most teacher/librarians feel that there should be tangible rewards as well. Some schools award a "Certificate of Service" at a year end assembly. An example of such a certificate may be found on the following page. In other schools library assistants are given specially engraved plaques. A special pinning ceremony is held in some schools where library assistants are given pins or badges which identify them as library assistants. This ceremony, of course, would take place early in the school year, after the training period is completed. Yearly lunches, parties, films and field trips, are sometimes held to show library assistants that their contributions are appreciated.

LIBRARY SERVICE AWARD

This certifies that

a student of _____ School has

given valuable service as a member of

STUDENT LIBRARY STAFF

and merits this award.

Given at (city), (province), this ____ day of _____, 19__

Teacher/Librarian

Principal

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The Library Assistants' Handbook

The library assistants' handbook was designed to serve a two-fold purpose.

1. To assist the teacher/librarian in the training of library assistants.

2. To be used by the student as a text during the initial training period and as a reference after the basic training has been completed.

The handbook was developed for the Junior High student. It can, however, be adapted to suit specific school situations as well as the needs of the individual teacher/librarian.

The handbook attempts to identify the most common tasks assigned to library assistants. It attempts to outline in a clear, precise and simple manner the steps involved in carrying out these tasks.

The teacher/librarian may find it useful to use the book as an aid in the preparation of lessons on the various topics, or as a teaching text. At the same time, the library assistants, themselves, should have their own copies as a source of reference. Thus, the student has a written description of how a task is performed which can be referred to whenever the need arises.

Mary P. Douglas (1957) in her book The Pupil Assistant in the School Library, says that "a code book or manual is

almost indispensable" (p. 15) in the training of library assistants.

It is hoped that this particular handbook will facilitate and enhance the training of library assistants in our schools. With a team of well trained library assistants teacher/librarians will have more time to work with both teachers and children. They will have more time to become information specialists and master teachers. They will be able to play a more significant role in genuine education.

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SECTION 2**THE STUDENT HANDBOOK**

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I. THE LIBRARY ASSISTANT IN THE SCHOOL

So you think you want to become a library assistant in your school! Your teacher/librarian will be pleased, since student helpers are a welcome addition to a school library. Indeed, many teacher/librarians say that they could not run the library successfully without the help of dedicated young people.

The position of library assistant is a very important one. You may wonder why this is so. In order to help you understand, let's take a look at some of the activities which take place in a school library. You may then realize why the library assistant's job is so important.

The school library exists mainly to serve the needs of student and teachers. For example, the Grade Nine teacher may need the teacher/librarian's help to find materials such as filmstrips, tapes, jackdaws and maps to help her teach a lesson on World War II. The Grade Five class is writing reports on the Beothuck Indians. The teacher/librarian is helping the students locate and organize information. The same students, with the teacher/librarian's help, also plan to set up a display which will include a model Beothuck village. The Grade

Eight class is writing essays on controversial topics such as capital punishment, abortion and drug abuse. The teacher/librarian serves as a guide as students use the Information and Picture Files to obtain pamphlets, newspaper and magazine clippings and pictures which will help them present both sides of these serious social problems. The Grade Eight students are looking forward with enthusiasm to hearing several qualified people speak to them about these problems. These speaking engagements were arranged by the teacher/librarian several weeks in advance. The teacher/librarian is also teaching the use of the card catalogue to the Grade Four pupils. When these lessons are completed, the pupils will know how to find library materials on their own. Although she is very busy, the teacher/librarian is also planning and arranging activities for Library Week. These activities include displays, contests, and book talks, as well as a visit by a local author.

Activities similar to the ones outlined above take place in school libraries every day. They are important because they make teaching and learning more interesting and exciting. In order for these activities to be successful, however, other jobs such as those listed below, must be done.

1. New materials must be prepared for circulation.
2. Books must be checked in and out and put in their proper places on the shelves.
3. All materials must be kept in order on the shelves at all times.
4. A reserve system for audio-visual materials must be set up and maintained.
5. Audio-visual materials and equipment must be delivered to various areas of the school and returned to the library after use.
6. Damaged materials, both print and non-print, must be repaired.

7. Reminders for overdue and reserve materials must be prepared and sent out.

8. Missing materials must be searched for.

9. The magazine and newspaper stands must be kept neat and in order.

10. Bulletin board displays must be planned and prepared.

11. Plants must be cared for and the library kept neat.

These are just some of the jobs which must be carried out routinely in order to run an efficient school library. You, as a trained library assistant, can do these and other tasks, thereby making it possible for the teacher/librarian to spend more time with students and teachers.

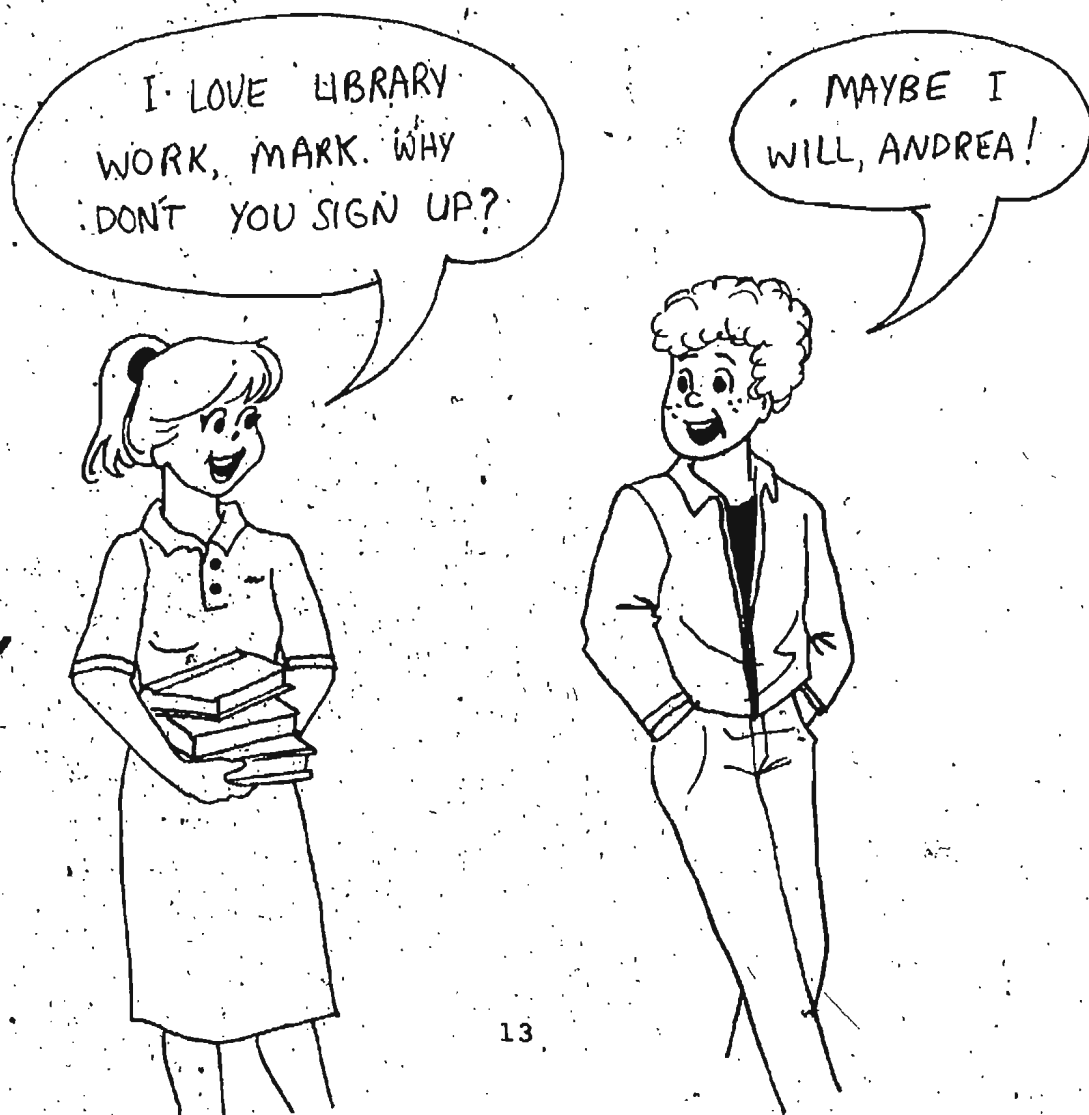
As a library assistant, you will be helping the teacher/librarian. You will also be giving valuable service to your library and to the whole school. At the same time, you will be developing skills which will be of benefit to you, yourself, in later years.

II. SO YOU THINK YOU WANT TO BE A LIBRARY ASSISTANT CONSIDER CAREFULLY!

As a library assistant, you will make a valuable contribution to your library and to your school. In terms of personal satisfaction, the experience may be a rich and rewarding one. Think of some of the advantages. For instance, your library receives many interesting new magazines each month. Also, at various times throughout the year, the library acquires many new books as well as non-print materials such as slides, films and filmstrips. As a library assistant, you will be among the first to see and perhaps borrow some of these new materials.

Also, as a library assistant, you will acquire many skills which may be useful to you throughout your entire school career. For example, you may become better at speaking and writing because of your involvement with the teacher/librarian, teachers, other library assistants and fellow pupils. You will acquire feelings of self-worth by successfully completing assigned tasks as well as through the recognition you will receive for your contribution to

your school. You may develop hidden talents through experience in designing displays, arranging bulletin boards and other creative activities. You will learn a great deal about libraries and library materials. This knowledge will help you become a better student. You will have helped make your school a better place by giving assistance to students and teachers. The satisfaction of knowing that you have helped others is something which cannot be measured but, nevertheless, is a very real reward.



III. DO YOU QUALIFY?

You may be wondering what kind of qualifications you must have in order to become a good library assistant. The following will serve as a guide and will help you make decisions about your own qualifications.

1. There are no rigid rules regarding a student's grade level. Although many teacher/librarians prefer to choose assistants from Grade Six up, younger pupils can be very effective at many tasks. The teacher/librarian in your school will have his/her own preference in this regard.

2. The library assistant must be recommended by the classroom teacher.

3. The library assistant's first responsibility is to do well in school. Therefore, work in the library must not interfere with school work. The classroom teacher must be happy with the library assistant's school work.

4. The library assistant must have an interest in books, magazines, filmstrips and other instructional materials.

5. The library assistant must be willing to learn new things.

6. The library assistant must be able to take and follow directions.

7. The library assistant must be punctual. He/She must be prepared to come early and stay late, on occasion.

8. The library assistant must enjoy working with others.

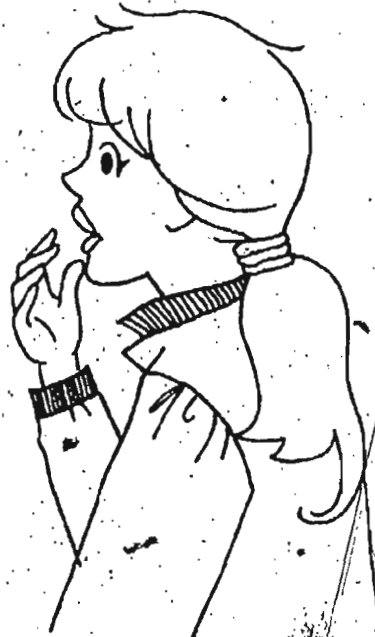
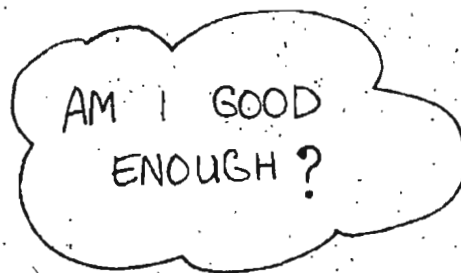
9. The library assistant must be neat and clean at all times.

10. The library assistant must be pleasant and polite.

11. The library assistant must be thorough and efficient. Each job, however small, is important, and must be done well.

12. The library assistant must be willing to attend all meetings.

Now that you have read these guidelines, what do you think? Do you have what it takes? Are you the person your school library needs? Your teacher/librarian may be waiting for you.



IV. NOW THAT YOU ARE A LIBRARY ASSISTANT SOME THINGS TO REMEMBER

Once you have been chosen as a library assistant, certain standards of behavior are expected of you. Fortunately, most students are quite willing to accept and abide by these standards.

Occasionally, there may be a student assistant who disregards proper library behavior. For example, Jane has recently broken several library rules. Last week, the teacher librarian talked to Jane about chewing gum while on duty. Yesterday, Jane arrived late and did not offer an excuse or an apology. Today, Jane was seen talking to friends while other students were waiting for help. Mrs. March, the teacher/librarian, has warned Jane on several occasions about inappropriate behavior. She now decides that Jane is simply not working out as a library assistant. She tells Jane that because of her improper conduct she is no longer needed as a library assistant.

Bob was very eager to become a library assistant and early in the year was good at the job. Within the last few months, however, Bob's attitude toward library work has

changed. Other assistants have complained that Bob leaves unfinished work for them to complete. The teacher/librarian has had to correct him for loud talking and laughing and on several occasions has chatted to him about his responsibility as a library assistant.)

Today, Bob breaks several rules while on duty, so Miss Lee, the teacher/librarian, tells him that he lacks interest in his work and is not fulfilling his responsibilities. As a result, he can no longer act as a library assistant.

Fortunately, most library assistants are not like Jane and Bob. Most library assistants recognize the need for good behavior and are willing to abide by library rules. They realize that they are in a position of responsibility and therefore set an example for other students. Michael, David, Cathy and John are excellent examples of what library assistants should be. They are neat, courteous, punctual, enthusiastic and dependable. They enjoy their work and take pride in doing it well. They obey all the rules which have been set down for pupil assistants. If they are late or cannot complete a task, they report to the

teacher/librarian. They make a valuable contribution to the school library and, indirectly, to the whole school. The school library seeks to serve the needs of students and teachers. In order to do this well, certain guidelines must be laid down and obeyed. The purpose of these guidelines is to ensure that proper library behavior is established and maintained. You, as a library assistant, can help to ensure that these guidelines are followed. By your good conduct, you set an example for others to follow.

As a library assistant, you can help make your school library a pleasant, inviting place where the rights of each student are respected. The following guidelines will help you carry out your duties efficiently and effectively, thereby contributing to a dynamic library programme.

1. Report for work promptly. If you are late or cannot attend, report to the teacher/librarian as soon as possible.

2. Be pleasant and courteous. Always be willing to offer assistance when required.

3. Make sure that you are neat in appearance. You are in a position of responsibility and must dress accordingly.

4. Carry out your assigned tasks confidently and professionally, showing respect for the rights of others.

5. Follow instructions cheerfully and carefully.

6. Be dependable. Carry out the job you are scheduled for. Do not leave unfinished work for others.

7. Make no attempt to discipline other students. Report all misbehavior to the teacher/librarian as soon as possible.

8. Remember that eating, gum chewing and loud talking are unsuitable behavior for a school library.

9. Instructions for all students are usually posted where they can be seen. Know and obey these rules and encourage others to do the same. Earn the respect of teachers and other students.

V. YOU WILL NEED TO KNOW THE CARD CATALOGUE

DO YOU?

Students, particularly the younger ones, often have difficulty locating library materials. The library assistant can be very helpful here. You, as a library assistant, must have a thorough knowledge of the card catalogue, however, in order to locate materials easily and help others do so.

Although the card catalogue is an index to all library materials, in some libraries it is used to record books only. In others, both books and audio-visual materials such as filmstrips, audio-tapes and disc recordings are included. Catalogue cards for audio-visual materials may be colour coded so that they can be easily distinguished from book cards. For example, the catalogue cards for a filmstrip may have a red band across the top. See Figure 1. An audio-tape may have a blue band and so on.

FILMSTRIP	
525	Kelley, Marilyn
KEL	Winter is here (Filmstrip)
	Society For Visual Education, 1954.
	27 fr. col.
	WINTER
	Title

Figure 1

Main entry card for the filmstrip Winter is Here.
The empty space at the top may be coloured.

Each title (book, filmstrip, tape, etc.) has a set of catalogue cards. Each set of cards includes:

1. an author card
2. a title card
3. a subject card (some titles will have more than one subject, therefore, several subject cards are necessary)
4. a shelf list card

If the title is part of a series, there will also be a series card.

A catalogue card may contain all or most of the information below.

1. author's name
2. title
3. publisher
4. copyright date
5. place of publication
6. number of pages
7. illustration statement
8. series note
9. call number
10. tracings (information at the bottom of the card)

All cards in a set are exactly alike except for the filing heading (see Figure 2). The filing heading is the information given at the top of the card. It is the first information given on the card.

Author, title and subject cards are filed alphabetically in the card catalogue. The shelf list cards are for the use of the teacher/librarian. They are usually filed in a separate place.

Filing
Heading

915.1 HAMMOND, Jonathon

AUTHOR
CARD
(Author's
name first)

HAM China, the land and its people. London,
Macdonald, c 1974.

61 p. illus., maps. (Macdonald countries)

Filing
Heading

China, The land and its people.

915.1 Hammond, Jonathon

TITLE
CARD
(Title
first)

HAM China, the land and its people. London,
Macdonald, c 1974.

61 p. illus., maps. (Macdonald countries)

Filing
Heading

CHINA - DESCRIPTION AND TRAVEL

915.1 Hammond, Jonathon

SUBJECT
CARD
(Subject
first in
capital
letters)

HAM China, the land and its people.

London, Macdonald c 1974.

61 p. illus., maps. (Macdonald
countries)

1. China - Description and Travel
1. Title.

Figure 2

Author, title and subject cards

VI. USING THE CARD CATALOGUE

We have said that a library assistant must know how to use the card catalogue. You may already have this knowledge, but a brief review may be helpful, nevertheless.

Finding Material By Subject

Let us suppose that a student asks for your help in locating books about computers. Since the subject is computers, you explain that he/she must look in the subject drawer where the "C" cards are found. If your library has books on this topic, the subject cards with COMPUTERS at the top, will be there. Subject cards for audio-visual materials dealing with computers may be here, as well.

These subject cards also show the author, title, and call number of books about computers. The student should make a note of this information. If the student needs additional help, you can show him/her the shelf where the books can be found. Of course, if the required books are not available, the student must wait until they are returned to the shelf, ask to have them reserved or choose another on the same subject.

Finding Materials By Author

Teachers may sometimes ask for your help. A Grade Nine teacher, for example, makes a request for a book by the Newfoundland author, Cassie Brown. Perhaps you have heard of Cassie Brown's books but you cannot remember the titles. You, of course, go to the author drawer, where you will look behind the B for a card or cards which will have the author's name at the top, e.g., Brown, Cassie. Maybe you will find the card for Death on the Ice by Cassie Brown, and note the call number. In a few minutes, the book is found and Death on the Ice is on its way to the Grade Nine classroom.

Finding Materials By Title

You are busy rearranging the magazine rack when a Grade Four boy hurries up to say he cannot find Charlotte's Web on the shelves. You know that Mrs. Brinton, the teacher/librarian, has just finished teaching the Grade Fours how to use the card catalogue. You realize, however, that young children tend to forget rather quickly. You

give a brief review of how to find a book when title only is known. The student uses the title drawer and discovers that the author is E.B. White. The call number is ^{F1C}_{WHI}. He then finds the book on the shelf in the fiction area. You check it out and he goes off happily.

Don't forget to remind students that A, An, and The are disregarded when looking up a title or when using title cards, e.g.,

The Book of Canadian Animals

The Last of the Arctic

An Invitation to the Ball

In the above titles, the important letter is the first one in the second word - Book, Last, Invitation.

Some Other Things to Remember

There are other catalogue cards which you may want to point out to library users. These are called cross-reference cards. There are two kinds.

1. See Reference

A student may be using the card catalogue to look up materials about Ping Pong. However, Ping Pong is not used as a heading in the card catalogue. The See Reference card will direct the user from a heading (PING PONG) which is not used to one that is (TABLE TENNIS). For example:

PING PONG
see
TABLE TENNIS

2. See Also Reference

Hockey books are usually very popular with boys. You'll get a big smile from a young hockey fan when you explain that the See Also card says that there is more information on this favourite winter sport. It can be found by looking in the subject drawer under Winter Sports.

HOCKEY

see also

WINTER SPORTS

The card catalogue is the guide to all library materials. Until students learn to use it well, they cannot make use of the many interesting and exciting books, filmstrips and other materials waiting to be discovered. Get to know the card catalogue well. You can then pass on your knowledge to fellow students.

VII. A CLOSER LOOK AT CATALOGUE CARDS
Practice Exercise Number One

914.95 Antoniou, Jim

ANT Greece, the land and its people.

London, Macdonald Educational, c1974.
63 p. illus. (Macdonald countries)

Author
Card

Greece, the land and its people.

914.95 Antoniou, Jim

ANT Greece, the land and its people.

London, Macdonald Educational, c1974.
63p. illus. (Macdonald countries)

Title
Card

GREECE, MODERN-DESCRIPTION AND TRAVEL

914.95 Antoniou, Jim

ANT Greece, the land and its people.

London, Macdonald Educational, c1974.
63p. illus. (Macdonald countries)

Subject
Card

Macdonald countries.

914.95 Antoniou, Jim

ANT Greece, the land and its people.

London, Macdonald Educational, c1974.
63p. illus. (Macdonald countries)

Series
Card

914.95 Antoniou, Jim

ANT Greece, the land and its people.

London, Macdonald Educational, c1974.
63p. illus. (Macdonald countries)

GREECE, MODERN-DESCRIPTION AND TRAVEL
Title
Series

Shelf
List
Card

I. Examine the above catalogue cards carefully and answer the following questions.

1. What is the title of this book? _____
2. Who is the author? _____
3. What is the subject of this book? _____
4. Who is the publisher? _____
5. To what series does the book belong? _____
6. Is this book illustrated? _____
7. What is the copyright date? _____
8. How many pages does this book have? _____
9. How many cards for this book are included in the card catalogue? _____
10. What is the call number? _____

The practice exercises on the following pages have been prepared with you in mind. They will help you become more familiar with the card catalogue. Do them carefully.



VIII. MORE ABOUT THE CARD CATALOGUE

Practice Exercise Number Two

Are these statements true or false? Write your answers in the spaces provided.

1. At least three types of catalogue cards are found in the card catalogue. _____
2. An author card is filed under the author's last name. _____
3. All subject cards are filed in alphabetical order according to the subject. _____
4. A book by Sue Hinton would be found in the S-V drawer. _____
5. A title that begins with "The Big" is found in the S*V title drawer. _____
6. There is a call number on every catalogue card.

7. All titles are filed alphabetically according to the first word in the title. _____

8. A "See" reference card directs the user from a heading that is not used to one that is used. _____

9. A "See Also" reference card directs the user to additional and related information under another heading. _____

10. The author's name is found on the top line of a title card. _____

11. The card catalogue is always a guide to the book collection only. _____

12. Call numbers for non-fiction always include a Dewey Decimal number. _____

IX. BEFORE YOU START!

How Well Do You Know the Dewey Decimal System?

Let's assume that all the books in your library were placed on the shelves with no regard for any sort of order or classification. Your teacher asks you to go there and find a book called Religions of the World. Would this be a difficult task? It would, indeed, since you would have no way of knowing where that book might be. Finding it might take days, particularly if the collection were a large one. It would be something like a scavenger hunt, wouldn't it?

Fortunately, one does not have to conduct a scavenger hunt in order to find a book in most libraries today. All materials are placed on library shelves according to a system or plan. Non-fiction books are arranged according to the Dewey Decimal System of Classification. This plan, devised by an American librarian named Melvil Dewey, is used by many libraries in many countries. This system is not used by university libraries but your school library and, in fact, most school and public libraries use the Dewey Decimal System.

As a library assistant, you need to understand something of how the Dewey Decimal System works. Here are some guiding principles.

1. Non-fiction materials are put into ten main subject groups called categories, e.g., Religion, Science, Literature.

2. Each category is given 100 basic numbers, e.g.,

200 - 299 Religion

500 - 599 Science

3. Each number stands for a special topic, e.g.,

220 Bible (Old Testament)

225 Bible (New Testament)

4. Every non-fiction book is assigned a Dewey Decimal number according to its category. For ease in shelving, the first three letters of the author's surname are also included. The Dewey number together with the author's letters make up the call number. Books are arranged on the shelves in number order according to call numbers, e.g.,

501 508.81 521 522.3

ARS ACT MAR SOB

5. Books with the same Dewey Decimal number are put in alphabetical order according to the author's surname, e.g.,

896.1	896.1	896.1
BAL	DOS	TAP

X. THE TEN DEWEY CATEGORIES

000-099

General Reference

(Encyclopedias,
Periodicals, News-
papers)

100-199

Philosophy and Psychology

(Major ideas men have
known)

200-299

Religion

(Man's belief about God
or gods)

300-399

Social Science

(Man's way of living
with others)

400-499

Language

(Man's way of communicating with others)

500-599

Science

(Man's study of nature)

600-699

Technology

(Sciences that serve the needs of man)

700-799

Fine Arts

(Man's artistic creations, including hobbies and sports)

800-899

Literature

(Man's writings)

900-999

History, Geography,

Travel, Biography

(Factual information
about people, places
and events)

XI. FINDING THE RIGHT CLASS

Practice Exercise Number Three

Decide in which of the ten main Dewey Decimal classes each of the following non-fiction books would be found. Write both the number and the name of the class in the space provided. The first one is done for you.

Dewey Decimal Class		Title
Technology	600-699	The Truck Book
_____	_____	The Whale
_____	_____	Let's Travel in Spain
_____	_____	Oil Rig
_____	_____	Pro-Hockey
_____	_____	Quebec and the St. Lawrence
_____	_____	Henri Bourassa
_____	_____	Writings of the Renaissance
_____	_____	Famous Paintings
_____	_____	Childcraft Encyclopedia

	Religions of the World
	XYZ of Musical Instruments
	How To Star in Soccer
	Manitoba
	Snowmobile Racing
	Guinness Book of World Records

500?
800?



XII. A DEWEY DECIMAL CATEGORY

CLOSE UP!

In order to have a better understanding of the Dewey Decimal System, let us now take a look at a particular category. We will choose the Fine Arts category which is 700-799. There are 100 topics in this category. Each topic has a Dewey number between 700-799. These 100 topics are arranged into the 10 general groups below:

Fine Arts

700-799 General Information

710-719 Landscape Gardening

720-729 Architecture

730-739 Sculpture and Modeling

740-749 Drawing and Crafts

750-759 Painting

760-769 Engraving

770-779 Photography

780-789 Music

790-799 Recreation

Now, we will examine one of the above general groups. We will choose the 790 group which stands for Recreation. Each number between 790 and 799 represent a special topic about recreation. All forms of recreation are included here, including your favourite hobby or sport. Here are the topics which are included in the Recreation group. Examine them closely.

790 Recreation

791 Public Entertainment

792 Theatre

793 Indoor Games of Fun

794 Indoor Games of Skill

795 Games of Chance

796 Outdoor Sports

797 Water and Air Sports

798 Animal Sports

799 Hunting, Fishing, Shooting

XIII. TRY THESE!

Practice Exercise Number Four

Books about various forms of recreation will have Dewey Decimal numbers somewhere between 790-799. A book about bowling, for instance, will be in the 794 group since bowling is an indoor game of skill. Using the recreation topics on the previous page, write the Dewey number and the topic for each title below. The first one has been done for you.

Dewey Number	Topic	Title
794	Indoor Games of Skill	Inside Volleyball
		Baseball is for Me
		Car Racing Against the Clock
		Basketball
		Snowmobile Racing
		Sky-Diving
		Harness Racing

Dewey Number	Topic	Title
_____	_____	Performing Shakespeare's Plays
_____	_____	Archery
_____	_____	Outdoor Concerts
_____	_____	Tennis, Anyone?
_____	_____	How to Win at Scrabble
_____	_____	Games of Fun for Rainy Days
_____	_____	Enjoying Your Leisure Time
_____	_____	Let's Throw Dice

XIV. UNDERSTANDING THE "DECIMAL" IN THE DEWEY DECIMAL SYSTEM.

You may have already noticed that the call numbers of some books and audio visual materials contain decimal points followed by one or more numbers, e.g.,

796.352 Golf

796.357 Baseball

Some students ignore the numbers after the decimal point and as a result sometimes have difficulty finding books with these call numbers. In order to help such students, you, as a library assistant, should understand why it is necessary to use these call numbers. You will also need to know how books or other materials with these call numbers are arranged on the shelves. You will remember that the call number is a combination of a Dewey Decimal number and the first three letters of an author's surname.

Earlier in this section, you learned that there are 10 main classes or groups in the Dewey Decimal System. You also learned that each of the 10 main groups is made up of 10 topics. Let's use the 700s, the Fine Arts category, again, as our example. One of the divisions of the 700 categories, as you have already seen, is 790, which is Recreation.

The 790 category may be divided into 10 sections, as follows:

- 790 Recreation
- 791 Public Entertainment
- 792 Theatre
- 793 Indoor Games and Amusement
- 794 Indoor Games of Skill
- 795 Games of Chance
- 796 Outdoor Sports
- 797 Water and Air Sports
- 798 Animal Sports
- 799 Hunting, Fishing, Shooting

Each of the above sections may be expanded, or enlarged, by using numbers after a decimal point. We will use the 796 section in order to explain.

796 - Outdoor Sports

Each decimal number stands for a special topic about outdoor sports. Here are some examples:

796.1 Miscellaneous Games

796.2 Active Games Using Equipment

796.3 Ball Games

796.31 Ball Games Thrown or Hit By Hand
(Handball, Lawn Bowling)

796.32 Inflated Ball Thrown or Hit By Hand
(Basketball, Volleyball)

796.33 Inflated Ball Driven By Foot
(Football)

796.34 Racquet Games (Tennis)

796.35 Ball Driven By Club, Bat, Mallet
(Croquet, Polo, Field Hockey)

796.352 Golf

796.357 Baseball

796.35 Cricket

In your math class, decimal numbers such as 796.352 are explained like this, e.g.,

hundreds	tens	ones	tenths	hundredths	thousandths
7	9	6	3	5	2

You probably would read it as: seven hundred ninety-six and three hundred fifty-two thousandths. In the library, however, we would say: seven hundred ninety-six decimal three five two.

Smaller numbers come first on the shelf, e.g.,

636	636.01	636.012	636.1	636.2	636.3	636.31
STA	MAR	SOP	FAR	MOT	FES	BOR

For instance, if we had books or other items with
 STO STO
 796.2 and 796.21 as call numbers, they would be arranged as
 follows:

STO STO
 796.2 and 796.21

Let's assume we had two books with the call numbers 796.35 and 796.4. Which would come first? Yes, 796.35 is smaller and would come before 796.4. Adding zeros after a decimal number may help you compare and decide which number comes first. For example:

796.4 and 796.41

Add a zero to 796.4 and it becomes 796.40. Now, you can easily see that 796.40 is smaller than 796.41.

At this point, you should understand how the Dewey Decimal System works. Use the exercises on the following pages to put your knowledge into practice.

XV. CATCH THOSE CALL NUMBERS!

Practice Exercise Number Five

Number the call numbers in each set in the order in which they would be arranged on your library shelf.

A	B	C
- 599.32 MAS	- 808.19 WER	- 915.694 BEN
- 599.05 ARC	- 808.1 BOR	- 915.1 SIT
- 599.2 COR	- 808.22 WUG	- 915.19 FOT
- 599.51 BRO	- 808.08 VON	- 915.49 BRE
- 599.09 SUR	- 808.1 GAT	- 915.2 CHE

- 599.6 FIT	- 808.22 YOR	- 915.493 CRO
- 599.88 GAB	- 808.11 PET	- 915.91 DRA
- 599.72 FAN	- 808.87 NOR	- 915.15 SUR
- 599.2 COT	- 808.8 NOT	- 915.3 HUT

XVI. HELP! LIBRARY ASSISTANTS NEEDED

We have already talked about some of the responsibilities of a library assistant. The following outline will give you some idea of other ways in which you can be of service to your teachers and fellow students.

1. Circulation -- Print and non-print.
2. Shelving Library Materials.
3. Shelf Reading.
4. Processing New Materials.
5. Filing Catalogue Cards.
6. Reserving Audio-Visual Equipment.
7. Taking Inventory.
8. The Care and Repair of Library Materials.
9. Promoting the School Library.

This booklet has been prepared to teach you how to carry out each of the above tasks. Most of them have been broken down and simplified, in order to make each job as simple as possible. Let's begin at the area that library assistants enjoy most - The Circulation Desk!

XVII. THE CIRCULATION OF LIBRARY MATERIALS

The circulation desk is a very important area in terms of service to pupils and teachers. It is from here that all materials enter and leave the library. It is usually the first contact that small pupils have with the library and it often remains their main contact.

Library assistants who work here must be alert, helpful, polite and willing to follow directions carefully. There are many jobs here and they must be done well. Library assistants should be thoroughly familiar with all circulation desk routines.

Below you will find a list of activities which usually go on behind the circulation desk. Perhaps you will be on duty there soon.

1. Checking Out Library Materials.
2. Checking In Library Materials.
3. Dealing With Overdue Books.
4. Handling Fines for Overdue Books.
5. Reserving Library Materials.

XVIII. CHECKING OUT BOOKS

1. Your teacher/librarian will most likely have rules regarding the length of the loan period and the number of books a student may borrow at one time. Become familiar with these rules and follow them.

2. Every book in the circulating collection should have a book pocket, book card, and date due slip. Make sure the correct book card is in the pocket by matching the accession number on the pocket with the accession number on the right hand corner of the book card. If an accession number is not used, match the call number on the pocket with the call number on the left hand corner of the book card. See Figure 3. If this book card is missing, the book cannot be borrowed. It must be laid aside until its card is found or a new one made up by the teacher/librarian.

3. A pupil who wishes to borrow a book must sign his/her name and homeroom number or grade on the book card. See Figure 3. This should be done at a library table rather than at the circulation desk.

4. Stamp the book card and date due slip. The stamp is usually set with the correct date by the first assistant on early morning duty or by the teacher/librarian when he/she arrives.

5. If the book card is already full, make out an identical one. You may type it or use a pen. Put a large X on the old card to indicate it has been disregarded and leave it in the place assigned by your teacher/librarian. Follow the directions for number 3, above.

6. There are several ways of filing book cards. Some teacher/librarians file book cards by homeroom number. Others file cards by date due. Still others file alphabetically according to the author's surname. Your teacher/librarian will explain the method he/she prefers.

XIX. CHECKING IN BOOKS

1. Collect books which have been returned.
2. Open all returned books to the book pocket. Go to the circulation file and find the appropriate card for each book being returned. Check to see that the accession number or call number on the book card agrees with the accession number or call number on the book pocket. If there are several copies of a book, make sure that the copy number on the card agrees with the copy number on the book pocket.
3. Put correct card in the pocket.
4. Sometimes a book card cannot be found. This book is called a snag. The book is then taken out of circulation until its card is found or a new one prepared. Place books with missing cards in their assigned place.
5. Check books for damage. If any damage is found, place those books in the spot set aside for damaged materials.

XX. CIRCULATING MAGAZINES

Not all teacher/librarians like to circulate magazines. Magazines are often used as reference materials and some teacher/librarians feel that they should be available in the library at all times. Magazines which leave the library seem to get torn and dirty much faster. They also seem to be more easily misplaced than books.

On the other hand, many students enjoy reading magazines but do not get time to do it during school hours. Others need to use them at home when they are working on projects.

Your teacher/librarian will have his/her own policy with regard to circulating magazines. Know this policy and follow it carefully.

In libraries where magazines circulate, the loan period is usually overnight only. Special magazine cards are used. See Figures 4a and 4b. There is at least one card for each magazine title. More than one card is needed for magazines that are very popular, e.g., Young Miss, Hockey Digest, etc. Unlike books, magazines do not have pockets. They do have date due slips which are posted on the inside back cover.

XXI. HOW TO CHECK OUT MAGAZINES

1. When a borrower comes to check out a magazine, remove a card for that magazine from the magazine file tray.

2. Make sure that the borrower lists on the card, the date of issue of the magazine being borrowed. Borrowers must also sign their name and homeroom or grade.

3. Stamp the date due on the magazine card, as well as on the date due slip on the inside back cover.

4. Place the magazine card back in the special magazine file under the title of the magazine.

XXII. CHECKING IN MAGAZINES

1. When a magazine is returned, select from the magazine file the card which corresponds to the magazine being returned.

2. Draw a line through the date of the issue being returned. See Figures 4a, 4b.

3. If all issues of this magazine have been returned, put the card back into the file until it is needed again. See Figure 4a.

4. If other issues have not been returned, place the card back in the file behind the title, where it can be found when the other issues come in. See Figure 4b.

5. Check all returned magazines for damage. Place them with other materials for repair or return them to the magazine rack if repair is not needed.

National Geographic		
Magazine Date	Student's Name	Date Due
March 81	Todd Power 5C	Jan. 8/82
May 81	Bill Avery 9C	Jan. 10/82
June 82	Joan Perks 7M	June 12/82

Figure 4a

Magazine card (all issues returned)

Dynamite		
Magazine Date	Student's Name	Date Due
Jan 83	Corey Rowe 6B	Jan. 20/83
Feb 83	Tina Chafe 5S	Mar. 2/83
May 83	Jim Russell 6B	May 10/83

Figure 4b

Magazine card

(One issue not returned)

XXIII. AUDIO-VISUAL MATERIALS - CHECKING IN AND OUT

Some audio-visual materials such as records and kits can be checked in and out like books. These materials usually carry a card and pocket. There are, however, other audio-visual materials which cannot be circulated in this manner. Where, for instance, can a card and pocket be attached to a single filmstrip container? What about a cassette tape?

Teacher/librarians say that it is not difficult to keep track of these materials when students use them only in the library. Teachers who borrow them for use in the classroom usually return them after use.

Some record, nevertheless, must be kept of these materials if they leave the library. An exercise or looseleaf binder is used for this purpose by some teacher/librarians. The borrower of a cassette tape or captioned filmstrip signs his/her name, grade and type of material on a page which has the date at the top. When

this material is returned to the circulation desk, the name, grade, etc. is crossed out. The teacher/librarian can see at a glance where an item is being used or whether or not it has been returned.

ON TUESDAY I WILL EXPLAIN HOW TO 'DEAL
WITH AUDIO-VISUAL MATERIALS.



XXIV. THE INFORMATION FILE

The Information File contains pamphlets, leaflets, newspaper and magazine clippings as well as other materials which may be useful to students and teachers. It is sometimes called the Vertical File because it is often housed in upright filing cabinets.

Jim Brown is a top Grade Nine student whom Mr. Cull, the teacher/librarian has known for several years. Mr. Cull felt that several important newspaper clippings from the Information File were safe with Jim. However, while Jim was at band practice, some classmates borrowed these materials from his desk. Jim is very concerned. He must now report to the teacher/librarian that two of these clippings have been lost.

Because incidents like this one can easily occur, some teacher/librarians like to limit the use of Information File materials to the library. They often prefer to remove

and replace Information File materials themselves because heavy losses sometimes occur when these materials are circulated among, and by the students themselves. As a library assistant, you must know what the rules are in your school library, regarding the circulation of Information File materials, as is the case with periodicals and magazines. These rules must be followed. Exceptional cases must be referred to the teacher/librarian.

Perhaps your teacher/librarian feels that Information File materials should be circulated outside the library. Library assistants may be expected to handle the circulation routines for these materials. If so, the steps on the following page will show you what to do.

XXV. CHECKING OUT INFORMATION FILE MATERIALS

1) Take from the special file at the circulation desk a card marked Information File. Have the borrower list the subject headings of materials being borrowed as well as the number of pieces on each subject. See Figure 5.

2. Borrowers must sign their name and homeroom number or class below the list of materials. See Figure 5.

3. Check the number of materials the borrower is taking against the materials listed on the card and total them.

4. Stamp the date due (usually one to three days) on the card beside the pupil's name.

5. The teacher/librarian usually has envelopes available for charging these materials. Copy the list of materials from the Information File charge card onto this envelope.

6. The borrower's name must be written on the envelope. Stamp the date due beside it.

7. Remind the borrower to return the material in the same envelope, using the list on the envelope to indicate the materials that must be returned.

8. File the charge card marked Information File behind the date due in the special file used for these materials.

[illegible]

Figure 5.

Charge card used for Information File materials. These cards can be made up or a converted book card can be used.

6. Check the materials for damage. If damaged, lay them aside for mending or return them to their place in the Information File.

7. If some materials are missing from the envelopes, mark off on the card and envelope only those which have been returned. See Figure 6a, 6b. Put the card back in the date due file. Put the envelope containing the returned material back in the Information File to await the remaining materials.

XXVI. CHECKING IN INFORMATION FILE MATERIALS

1. When the Information file material is returned to the Circulation Desk, check the date due on the envelope.

2. Find in the circulation file, behind the date due, the card which has materials that correspond to those on the envelope being returned.

3. If all materials have been returned, draw a line through the list on the card.

4. Return the card to the proper file with the other Information File cards.

5. Cross out the charge (list of materials) on the envelope so that it can be used again. Put it with the other envelopes used for this purpose.

XXVII. THE PICTURE FILE

Picture collections are often housed in the same cabinets as Information File materials. Loose pictures are sometimes kept in large envelopes with the subject heading in the upper right hand corner. Pictures can be circulated in the same way as Information File materials. See the section dealing with the Information File. A card with Picture Collection at the top is used. See Figure 7. Since pictures are sometimes needed for displays and projects, the loan period may be longer. One week is a reasonable loan period for pictures.

PICTURE COLLECTION		
2	Tiger	
1	Lion	
Sept 4/84	Joan Gillis	4B

Figure 7

Charge card for picture file materials

XXVII. OVERDUE BOOKS

Although it is important that books be returned on time, there are always some readers who keep books overtime. Make sure that you know what the policy is in your library regarding the handling of all overdue materials.

Some teacher/librarians prefer to wait a number of days before sending out overdue notices. Others recommend that a book be handled as overdue if it is not returned the day it is due. If the latter is the policy in your library, the following steps will simplify the process.

1. Each morning after all returned books have been checked in, go to the file dated the previous day and get all cards for books that have not been returned.

2. Take the cards to the shelves to check that the corresponding books have not been shelved without their cards. Get from the book cards, the names of students having overdue books.

3. Make out overdue notices which the teacher/librarian may wish to sign. For an example of an overdue notice, see Figure 8a.

4. The teacher/librarian will decide on the best time to send out overdue notices. Perhaps this will be done at recess time or lunch time in order to avoid disturbing classes.

5. Place a check (✓) in pencil on each book card beside the date due after the first notice has been sent.

6. If at the end of a week, some books have not been returned, a second notice marked in red is sent out. See Figure 8b. A second check mark (✓) in red is placed beside the date due on the book card. This indicates that a second notice has been sent to the pupil holding the overdue book.

7. If overdue books are not returned at this time, the teacher/librarian will decide what steps to take in dealing with the students involved.

LIBRARY NOTICE

Room: 9B

Date: May 13, 1984

Name: John White

Please come to the library to see about the following.

Big Red by Kjelgaard

- ☐ Now ready for you.
- ☐ Now needed in library.
- ☐ Reserved for you but not called for.
- ☐ Now overdue.
- ☐ On which there is a fine of _____

Librarian

Figure 8a

First notice for overdue book

SECOND NOTICE

Room: 9B

Date: May 17, 1984

Name: John White

Our records show that you still have

Big Red by Kjelgaard

Please return immediately.

Librarian

Figure 8b

Second notice for overdue book

XXIX. FINES FOR OVERDUE MATERIALS

The purpose of fines is to get materials returned to the library as soon as possible. In elementary schools where students come to the library regularly as a class, overdue materials are not a great problem. Consequently, many elementary school libraries do not charge fines. However, some school libraries do charge pupils a small sum for overdue materials. You must know the policy regarding fines in your school and what your responsibilities are in that regard.

Perhaps you will be involved in charging and collecting fines in your library. Here is some advice. Try to collect the fine when the student returns the overdue material. This is not always possible, however, because some students will manage to return the material when no one is looking in an attempt to avoid payment. Others will have another student return the material in the hope of avoiding the fine. Others may return the material without having the necessary money.

When an overdue book or other material is returned and the fine is not paid, you may be required to make out and send a fine slip to the pupil concerned. It may be similar to the one below.

LIBRARY NOTICE	
Room: 6G	Date: June 2, 1984
Name: June McCann	
Please come to the library to see about the following:	
<u>The Pinballs</u> by Betsy Byars.	
- Now ready for your use.	
- Now needed in the library.	
- Reserved by you but not called for.	
- Now overdue.	
- On which there is a fine of 10¢.	

Figure 9
Fine Slip

Your teacher/librarian will have a list which states the amount charged for various materials. He/she will most likely keep a record, as well, of fines charged and whether or not they have been paid.

When those fines have accumulated to a certain amount, some teacher/librarians require students to pay before allowing them to borrow materials again. This procedure can cause problems when library materials are needed for assignments, and students are not allowed to borrow them. Know the policy regarding this situation and refer major problems to the teacher librarian.

XXX. RESERVING AUDIO-VISUAL MATERIALS

Teachers usually plan their lessons several days in advance. As a result, they know ahead of time what library materials they will need on a particular day. Let us suppose that on Monday, Mr. Grant tells the teacher/librarian that he plans to show a particular filmstrip during the first period on Friday. The teacher/librarian assures him that this filmstrip will be available for him at that time.

Most teacher/librarians have a simple method for reserving audio-visual materials. They keep a notebook at the circulation desk in which they enter the teacher's name, homeroom number or grade, the item which has been requested and the date and period for which it is needed. The teacher/librarian then makes sure that reserved materials are there when a teacher calls for them. When

— these materials are returned, the teacher's name and other information recorded in the notebook is crossed out.

If some other system for reserves is used, you will need to become familiar with it. Ask your teacher/librarian about the method used in your library.



XXXI. RESERVING LIBRARY BOOKS

In the case of library books, there are two types of reserves, those requested by students for their own use and those which teachers reserve for the use of the class as a whole. Books which students reserve for their own use are generally referred to as "reader reserves." Those which teachers reserve for the use of the class as a whole are known as "class reserves." Reserve books are usually shelved near the circulation desk so that they can be supervised by library assistants and the teacher/librarian.

Many teacher/librarians do not allow individual students to reserve books. They maintain that it is a time consuming activity and that students can easily keep a daily look-out for a book if they want it badly. They also feel that if a book is being held for one student, then it is not available for others who may need it.

Perhaps your teacher/librarian feels that students should have the privilege of reserving library books. The following section shows you a simple routine which you may follow. It may take some time to become familiar with this routine so read the section very carefully.

XXXII. READER RESERVES

1. Give the student a special reserve card on which he/she signs his/her name and homeroom number or grade. See Figure 10a. The student must also supply the book's author, title and call number. If the book has already been taken out by another student, you will need this information to find the book card in the circulation file.

2. Stamp the special reserve card with the date on which the reserve is requested.

3. Find the regular book card in the circulation file or the book's pocket.

4. Use a paper clip to attach the reserve card to the book card. This will call attention to the fact that there is a reserve on that particular book.

5. If several students request the same book, check the shelf list to see if more than one copy is available. If several copies are available, find the other book cards and clip a reserve card to each one.

6. When the requested book(s) is returned to the library, place the clipped book card (a reserve card attached to the regular book card by a paper clip) in the book pocket and lay the book in the area set aside for reserve books.

7. Fill out the reserve card as in Figure 10b.

8. Make out a notice and send it to the reader who first requested the book, as is shown by the date on the reserve card. See Figure 11.

9. Usually a student is given three days to receive the notice and report to the library for the book. The three day stamp should be used on the notice so that the student will know how long the book will be held for him/her. If the book is not called for within those three days, a notice should be sent to the next reader who has reserved it. If there is no other reserve, the book should be placed back on the regular shelf.

RESERVED	RESERVED
Author or call number	Author or call number
Asimov	Asimov
Title	Title
ABC's of Science	ABC's of Science
Reserved for	Reserved for
Stephen Glenn	Stephen Glenn
Homeroom	Homeroom
8A	8A
Teacher	Teacher
Miss White	Miss White
Date of Request	Date of Request
Jan. 16, 1983	Jan. 16, 1983
Notified Hold until	Notified Hold until
	Jan. 19, '83 Jan. 22, '83

Figure 10a

Book reserved by reader

Figure 10b

Card filled out when book
returns to library

LIBRARY NOTICE		DATE
		Jan. 19, 1983
Name:	Stephen Glenn	
Room:	8A	
Please come to the library to see about the following:		
<u>ABC's of Science by Asimov</u>		
<input type="checkbox"/>	Now ready for your use	
<input type="checkbox"/>	Reserved for you but not called for	
<input type="checkbox"/>	Overdue	
<input type="checkbox"/>	A fine of _____	
<input type="checkbox"/>	Needed in the library	
		_____ Librarian

Figure 11

First notice sent to a reader who has reserved a book

XXXIII. CLASS RESERVES

The next topic in the Grade 9R history class is World War II. Several days before he begins this unit, Mr. Rose, the teacher, makes a list of books he would like his students to use in order to make the topic interesting and meaningful. He plans to ask the teacher/librarian to put these books on reserve for use by students in the library during the day and for use at home overnight.

Some teachers in your school may make a request similar to that of Mr. Rose. In making the request, they may use a form similar to the one used by Mr. Rose. See Figure 12 on the following page.

Request for Classroom Reserves in the School Library		
Please place the following books on reserve for use by my class from May 4 to May 20.		
R. Rose Teacher		
Call Number	Author	Title
940.54 REY	Reynolds, O.J.	<u>The Battle of Britain</u>
940.53 FRA	Frank, A.	<u>The Diary of a Young Girl</u>
940.54 HOW	Howarth, David	<u>Dawn of D-Day</u>
FIC REI	Reiss, Johanna	<u>The Upstairs Room</u>
940.54 TAY	Taylor, Theodore	<u>Battle in the Arctic Seas</u>
359.9 CAS	Castillo, E.	<u>The Seabees of World War II</u>

Figure 12

Form requesting books to be placed on reserve

If you are on duty at the Circulation Desk, you may have to deal with class reserves. Follow these simple steps and you will have no difficulty.

1. When the request form arrives from the teacher, check to see if the call numbers have been written down. If not, use the card catalogue to look up the call number for each book requested and write it in the space provided on the form. If any of these books are in circulation, they must be recalled, using the library notice shown in Figure 11.

2. Remove the regular book card from the book pocket and mark it "Reserved" with the name of the teacher who asked that it be reserved. Each teacher will probably have his/her own shelf for reserve books.

3. Stamp the date due beside the word "Reserved" on the regular book card. This indicates when the book has been placed on reserve.

4. While this book is on reserve, the regular book card is filed with cards for other books on reserve, apart from the regular circulation file.

5. A coloured card, exactly like the regular one is now made out and placed in the pocket for circulation. This blue coloured card is kept in a special file at the Circulation Desk.

6. An overnight card (See Figure 13) is also placed in the book pocket and should remain there even if the book leaves the library. Enter the teacher's name and homeroom or grade on this overnight card.

7. Reserved books must be returned early the next day and placed on the reserve shelf as soon as possible so that other pupils may use them during the day.

8. When the reserve time period is up, both the coloured card and the overnight cards are removed and kept on file until needed again. The regular book card is put back in the pocket and the book is returned to its usual place on the shelf.

XXXIV. SHELVING LIBRARY MATERIALS

Before a book is taken to its correct place on the library shelf, the book card must be found and placed in the pocket at the back. This process is called "carding." When all returned books have been carded, they are put on the library shelves according to their call numbers.

Before you can shelve materials correctly, you must understand call numbers. You will remember that a call number is the number by which the item is called from the collection. Call numbers are found on catalogue cards, book cards, pockets on the spines of corresponding books and on audio-visual materials. This outline will help you understand how call numbers work.

<u>Type of Material</u>	<u>Type of Call Number</u>	<u>Example</u>
Non-fiction books	A Dewey number above the first letter or first three letters of the author's surname.	636.7 636.7 S SAR
Fiction books	Letters only. FIC for fiction above the first letter or the first three letters of the author's surname.	FIC FIC T TOL
Easy books	The letter E above the first letter or first three letters of the author's surname.	E E H HAD

<u>Type of Material</u>	<u>Type of Call Number</u>	<u>Example</u>	
Reference books	R only	R	
	R or REF above a Dewey number	R 032	REF 032
Professional Materials	P or TEA (TEACHER) above a Dewey number	P 971.05	TEA 971.05
Audio-Visual Materials	Two or three capital letters above the Dewey number, e.g., F/S (Filmstrip), REC (Record)	F/S 971.06	REC 971.04

Call numbers may vary slightly in different libraries. For example, some libraries use P to designate professional materials. Others use TEA (Teacher). Look around your library to see what your teacher/librarian prefers. If you are in any doubt, ask him/her for help.

Now that we have reviewed call numbers, let us carry on with our task of shelving materials. Shelving is one of the library assistant's most important responsibilities. It is important because if an item is placed on the wrong shelf, it may be missing for days. In the meantime, some students or teachers may need that item. As well, valuable time is wasted in searching for it. Therefore, all library assistants must be extremely diligent about putting each item in its proper place.

Different materials are kept in different areas of the school library. Easy books have their own special place, usually on low shelves. Fiction is always kept apart from non-fiction. Reference materials, magazines, newspapers, Picture and Information Files all have separate sections.

Placement of audio-visual materials varies in different libraries. In some libraries, these materials are shelved along with books. This arrangement is called intershelving. In others, they are in a separate section, housed in special cabinets and on special shelves. Most teacher/librarians prefer the latter arrangement. They claim that when audio-visual materials are shelved alongside books, heavy damage and losses occur.

Most school libraries have a floor plan similar to the one on page 96. Look around your library. Learn how the various library materials are arranged.

Shelving books is a task that you will be required to perform regularly. The following hints will help you to do a thorough, professional job.

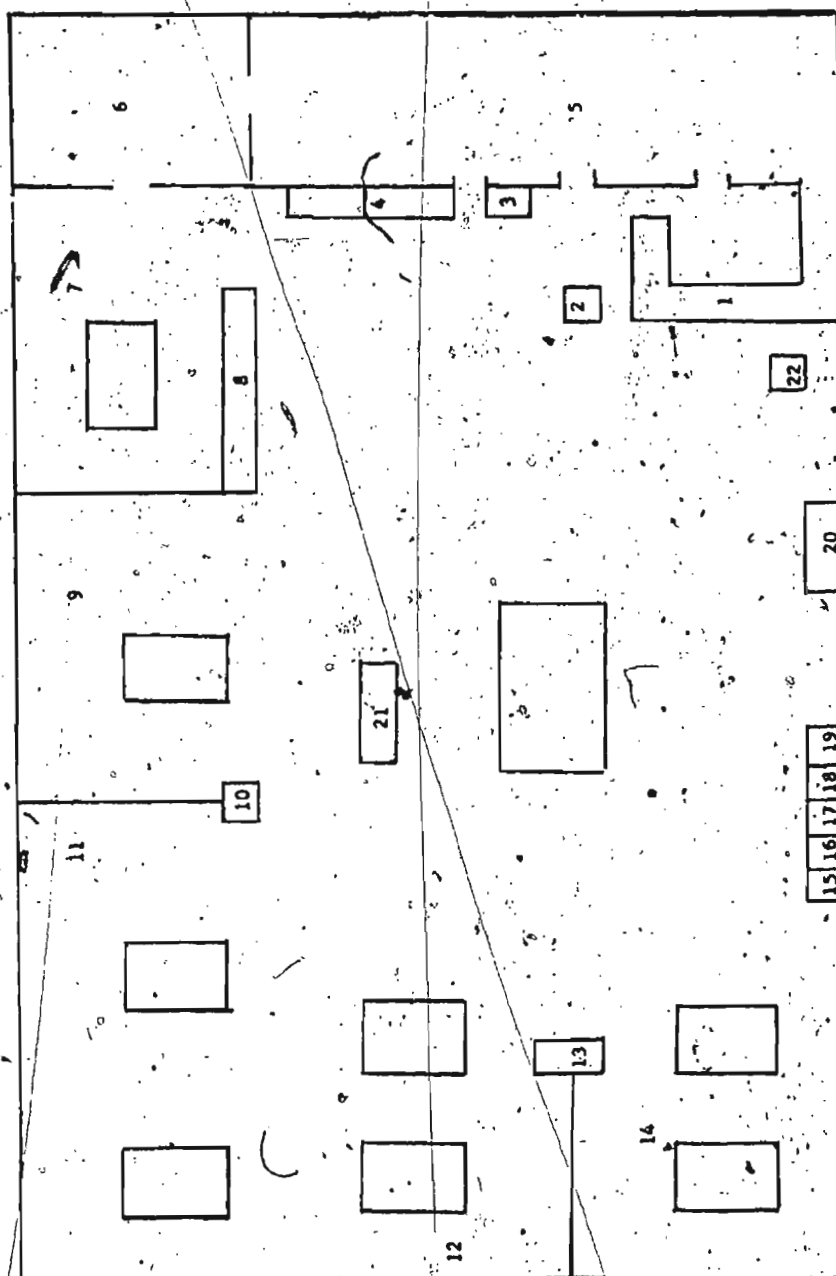
1. Books should be arranged by call number at the Circulation Desk.

2. Books must be placed from left to right on each shelf according to the call number and from top to bottom in each section.

3. The spines should be flush with the edge of the shelf or not more than $1/2$ inch from it for a neat look.

4. Shelves should not be filled more than $2/3$ full to allow for additions.

5. Oversize books should be placed flat at the end of the row or on the bottom shelf.



FLOOR PLAN OF A TYPICAL SCHOOL LIBRARY
(Refer to the following page for the legend)

LEGEND

1. Circulation Desk
2. Card Catalogue
3. Information File
4. Audio-Visual Shelving
5. Teacher/Librarian's Office/Workroom
6. Audio-Visual Equipment Storage Room
7. Teacher Section
8. Magazine Stand
9. Reference Area
10. Dictionary Stand
11. Easy Section
12. Fiction Section
13. Atlas Stand
14. Non-Fiction Area
- 15-19. Study Carrels
20. Bulletin Board
21. Book Display
22. Book Truck

XXXV. SHELVING EASY BOOKS

The "Easy" section is generally set up for children from kindergarten to Grade 3. Easy books usually include picture books as well as easy reading books.

The E in the call number comes from the word "Easy" which refers to the content of these books. The letters under the E come from the author's surname. For instance, the call number for the book Madeline by Ludwig Bemelmans would be E BEM. The call number for Corduroy by Don Freeman would be E FRE.

* Easy books are kept in alphabetical order, shelved from left to right and from top to bottom. When the first two letters of the call number are the same, the third must be in alphabetical order, e.g.,

E BAD	E BAF	E BEC	E BED	E BON	E BOR	E BOR	E BOT	E BUC					
B													

Figure 14

Easy Books Shelved Correctly

XXXVI. SHELVING FICTION BOOKS

Fiction books present no problem in terms of shelving. The call number is F or FIC for fiction above the first three letters of the author's surname. Books of fiction are kept in alphabetical order and shelved from left to right and from top to bottom. When the first two letters of the call numbers are the same, the third must be in alphabetical order. For instance, on the C shelf, you might find Grover by Vera and Bill Cleaver, Secret of the Andes by Ann Nolan Clark and The Big Pile of Dirt by Eleanor Clymer. These books would be arranged in the following order.

FIC
CLA

FIC
CLE

FIC
CLY

Here are some correctly shelved books of fiction.

FIC CAB	FIC CAS	FIC CER	FIC CLA	FIC CLE	FIC CLY				

Figure 15

Books of fiction, correctly shelved

XXXVII. . SHELVING NON-FICTION BOOKS

The number part of the call number for a non-fiction book is a Dewey Decimal number. See Section IV. The three letters underneath the number represent the author's surname. Whenever possible, books on the same subject are placed on the same shelf or shelves. Books on related subjects are placed on separate shelves but close to each other.

Below are three shelves of non-fiction books which have been shelved in the correct order. Notice that they are arranged from the smallest number to the largest in left to right order, from the top to the bottom of the section of shelving.

196 ACD	916.1 ADA	916.2° ACS	916.3 FOR	916.6 SAR		
916 AFRICA						
917 AND	917.1 BAS	917.11 RUS	917.12 SOM	917.123 URS		
917 NORTH AMERICA						
918 BAN	918.1 BUR	918.2 CON	918.21 MAC	918.3 PET		
918 SOUTH AMERICA						

Figure 16

Non-Fiction Books, correctly shelved

XXXVIII. SHELVING REFERENCE BOOKS AND PROFESSIONAL MATERIALS

A reference book is any book which contains information arranged so that it can be found easily and quickly. A reference book is used to obtain specific information.

Reference books are kept in a special area called the Reference Section. Here are some reference books which you might find in your school library.

World Book Encyclopedia

Webster's Biographical Dictionary

Webster's Geographical Dictionary

Rand McNally World Atlas

Current Biography

A Beginning Thesaurus

World Almanac and Book of Facts

Dictionary of the Bible

World Book Dictionary

Below is an example of five correctly arranged reference books. Note the order from left to right.

REF	REF	REF	REF	REF
031	031	032	220.3	780.1
V.1	V.2			

Professional materials are those which are used only by the teaching staff. These materials are usually kept in a special area of the library. TEA (Teacher) or P (Professional) may be placed above the call number. Professional materials are shelved in the same manner as other library materials.

XXXIX. SHELVING AUDIO-VISUAL MATERIALS

Audio-visual materials, like books, usually have call numbers. Some of them, such as kits and records have a card and pocket. These are checked in and out like books. Other materials such as captioned filmstrips and audio-tapes are too small for cards and pockets. Teacher/librarians sometimes use an exercise or notebook to keep track of these materials. The type of material, date, borrower's name and grade or homeroom number are written in the notebook. When the material is returned, the borrower's name and other information is crossed out.

How will you shelve audio-visual materials in your school library? In some libraries, these materials are shelved alongside books - a method called intershelving. In others, audio-visual materials are kept in a separate area. Audio-visual kits, because they are self-contained, are often kept on shelves and arranged according to the

Dewey Decimal System of Classification. Records, audio-tapes and captioned filmstrips are sometimes housed in special cabinets.

Take a close look at how your teacher/librarian has arranged these materials in your library. Ask for directions. You will soon become familiar with his/her methods of handling audio-visual materials.



XL. SHELF READING

Shelf reading is a simple process whereby the shelves are examined to make sure that all materials are in their correct places. If the shelves are read regularly, materials can be easily found by students and teachers when they need them. Incidents like the one below can be avoided if the library shelves are read on a daily basis.

John Burns is doing a report on drug addiction. He checks the card catalogue and is pleased to find that the library has the book he needs. John goes to the shelf and finds that this book isn't in its place. He then checks with the teacher/librarian who assures him that the book has not been borrowed. After a search which takes over an hour the missing book is finally found in the fiction section.

Some teacher/librarians train their assistants to read the whole shelf each time a book or other item is shelved. The assistant then rearranges any materials that are out of order at this time. Every once in a while, entire sections need to be read and arranged in the proper order, as well. The library assistant may also do some reorganizing at this time. If a shelf is overcrowded, it may be necessary to move some materials to the shelf below. Since materials must be kept in order, this change may involve readjusting several shelves.

You may be given a particular section of shelving to keep in order. Remember this rule. Read the shelves from left to right, top to bottom, and from the bottom of one section to the top shelf of the next section on the right. Shelves should be no more than 2/3 full.

We have already said that in many school libraries audio-visual materials are housed in special cabinets and shelves and set apart from the rest of the collection. They are often arranged according to the Dewey Decimal

System of Classification as are non-fiction books. Look at your audio-visual collection. Learn how these materials are arranged and follow whatever system your teacher/librarian has set up.

REMEMBER!

Library materials are shelved as we read a book:

From left to right

FIC	FIC	FIC	FIC	FIC	FIC
ABD	ABS	ACF	ACR	ADM	ADO

From the top shelf to the bottom

FIC ABD	FIC ABS	FIC ACF	FIC ACR	FIC ADM			
FIC AFT	FIC AGA	FIC AGE	FIC AGF	FIC AHE			
FIC ALD	FIC ALF	FIC AMA	FIC AMO	FIC AME			

From the bottom shelf of one section to the top shelf of
the next section to the right

FIC ABD	FIC ABS	FIC ACF	FIC ACR			FIC AMU	FIC ANE	FIC APO	FIC AQU		
FIC AET	FIC AGA	FIC AGE	FIC AGF			FIC ARM	FIC ARN	FIC ARR	FIC ART		
FIC ALD	FIC ALE	FIC AMA	FIC AME			FIC AST	FIC ATO	FIC AVO	FIC AWA		

For practice in arranging library materials in the correct order,
 please complete the exercise on the following page.

XLI. PRACTICE EXERCISE NUMBER SIX

Number the call numbers below in the order in which they would be placed on the shelves.

Easy

E	E	E	E	E	E	E	E	E
AUR	ABD	ACT	ARS	ANN	AOS	AMA	ATI	ANF
—	—	—	—	—	—	—	—	—

Fiction

FIC	FIC	FIC	FIC	FIC	FIC	FIC	FIC	FIC
BAB	BYA	BUL	BRD	BAR	BUN	BUO	BET	BUS
—	—	—	—	—	—	—	—	—

Non-Fiction

790.01	790.2	790.1	791.5	793.73	793.7	792.01
SOR	MAT	POR	ARS	CAT	JOT	LAC
—	—	—	—	—	—	—
		798.29		796.4		
		VON		BET		
		—		—		

XLII. PROCESSING NEW MATERIALS

Teacher/librarians usually buy some of their materials fully preprocessed. Books, for instance, arrive from the supplier with attached covers, prepared book cards, and pockets and with call numbers attached. A set of catalogue cards are also provided. Many of the tasks associated with preparing these books for the shelves have been eliminated.

However, all new books must be opened properly and collated. Pockets and call number labels must be attached to those books which are not preprocessed. In many libraries, new materials must be accessioned. These and other jobs must be done before library materials are made available to students and teachers.

Let us now take a closer look at the tasks involved in getting new materials ready for circulation.

XLIII. OPENING NEW BOOKS

The spine of a new book is usually quite stiff and if it is suddenly forced open, damage may occur. The following steps will tell you how to open a new book correctly.

1. Hold the body of the book firmly in one hand. Use the other hand to lay each cover flat on the table.

2. The hinges allow the covers to open and close. Press them gently with your finger until the covers remain flat.

3. While you hold the body of the book upright with one hand, with the other press down several pages at the hinges, first on one side, then on the other.

4. Repeat this process until you reach the center of the book. The book should then lie open on the table. If it does not lie open, repeat the process until it does so.

XLIV. COLLATING NEW BOOKS

Collating a book, simply means examining it to see if there are any defects. Sometimes a book may have a missing page or an inverted (upside down) page. Occasionally a book may have pages in the wrong order. Watch out for uncut pages also. Separate them carefully with a letter opener or other dull edged instrument. If this is not done, some ~~pupil~~ may use a finger and damage the pages.

If you find anything seriously wrong with a new book, lay it aside and tell the teacher/librarian, who will return it to the ~~dealer~~.

XLV. ACCESSIONING NEW BOOKS**The Accession Book**

This loose leaf book, records each book that the library purchases. Each book is given its own special number. This special number is called the accession number. This number indicates the order in which each book is added to the collection. It is the number which the particular book holds in the collection. If, for example, there are three hundred fifty books in the collection already, the next one which is added will have the accession number 351. This number is not used again, even if the book is discarded.

Some teacher/librarians do not accession library books. Ask your teacher/librarian what his/her policy is regarding this matter. If you are asked to do this job, the instructions on the following pages may be helpful.

XLVI. ASSIGNING THE ACCESSION NUMBER

1. A book's accession number is taken from the line on which the book is entered in the accession book. Therefore, one entry must not run over to the line below since this line carries another number which will belong to another book. See Figure 17.

2. If a title is too long for its space, you must either shorten the title or write two lines in the one space. See Figure 17. Abbreviations may be used to save space.

3. Ditto marks may be used when the entry above is the same as the one being entered.

Date Entered	Acc. Number	Author	Title	Pub.	Date	Source	Cost	Remarks
Oct. 1, 1982	2,201	Dickens	Oliver Twist	Pocket Books	c1975	Bro-Dart	2.50	
" " "	02	Duggan	Paul Emile Leger	Fitzhenry	c1981	S.Daly	Gift	
" " "	03	Spray	The Mare's Egg	Cambden	c1981	Bro-Dart	9.95	Copy 1
" " "	04	Spray	" " "	Cambden	c1981	Bro-Dart	9.95	Copy 2
Oct. 5, 1982	05	L'Engle	Wrinkle in Time	Dell	c1962	Nelson	1.95	
" " "	06	The	Trouble with Triplets	Oxford	c1980	Nelson	8.98	

Figure 17

Example of a page from an accession book

XLVII. THE ACCESSION ENTRY

1. The author's last name, brief title, publisher copyright, date of book, source (where book was bought) and price must be entered.

2. If there is more than one author, enter only the last name of the author first mentioned.

3. If no author is given on the title page, enter the title in the space allowed for the author and let it extend into the title space. See Figure 17.

4. The date is taken from the title page or the back of the title page. Put a small "c" in front of the date to indicate that the copyright date is being used. If no date can be found, enter n.d (no date).

5. If the book is a gift, the donor's name is entered under "Source" and "Gift" or "G" is written instead of the price, as in Figure 17.

6. The date on which entries are begun is placed in the space provided at the top of the page. When a page is not completed at one accessioning, record the new date beside the first entry when the next accessioning occurs. See Figure 17.

7. Some teacher/librarians insist that each group of books to be accessioned at one time be arranged in alphabetical order by author or by title where no author is given. This method ensures that copies of the same book will be together for accessioning and that volumes of a set are arranged in proper sequence.

8. Periods, except in the case of abbreviations, are not used in the accession record. If you must use them, do so lightly so that they cannot be seen on the other side of the page.

XLVIII. PREPARING BOOK CARDS AND POCKETS

Many teacher/librarians buy some of their books, cards and pockets preprocessed from a supplier. There will be times, however, when you will be asked to prepare book cards and pockets. Follow these steps for neat book cards and pockets.

1. On the top left hand corner of the book card, place the call number. If you are dealing with non-fiction books, the teacher/librarian will assign the correct call numbers. You may then place those call numbers on the books you are processing. For fiction books, the call number is simply F or FIC above the first three letters of the author's surname, e.g., ^{FIC}STA. The call number for Easy books is E above the first three letters of the author's surname, e.g., ^EBRO. If the book is part of a set, you must place the volume number under the call number.

2. Place the accession number (found on the top right hand corner of the book's first page) on the top right hand corner of the book card. If your library does not accession books, this step will not be necessary.

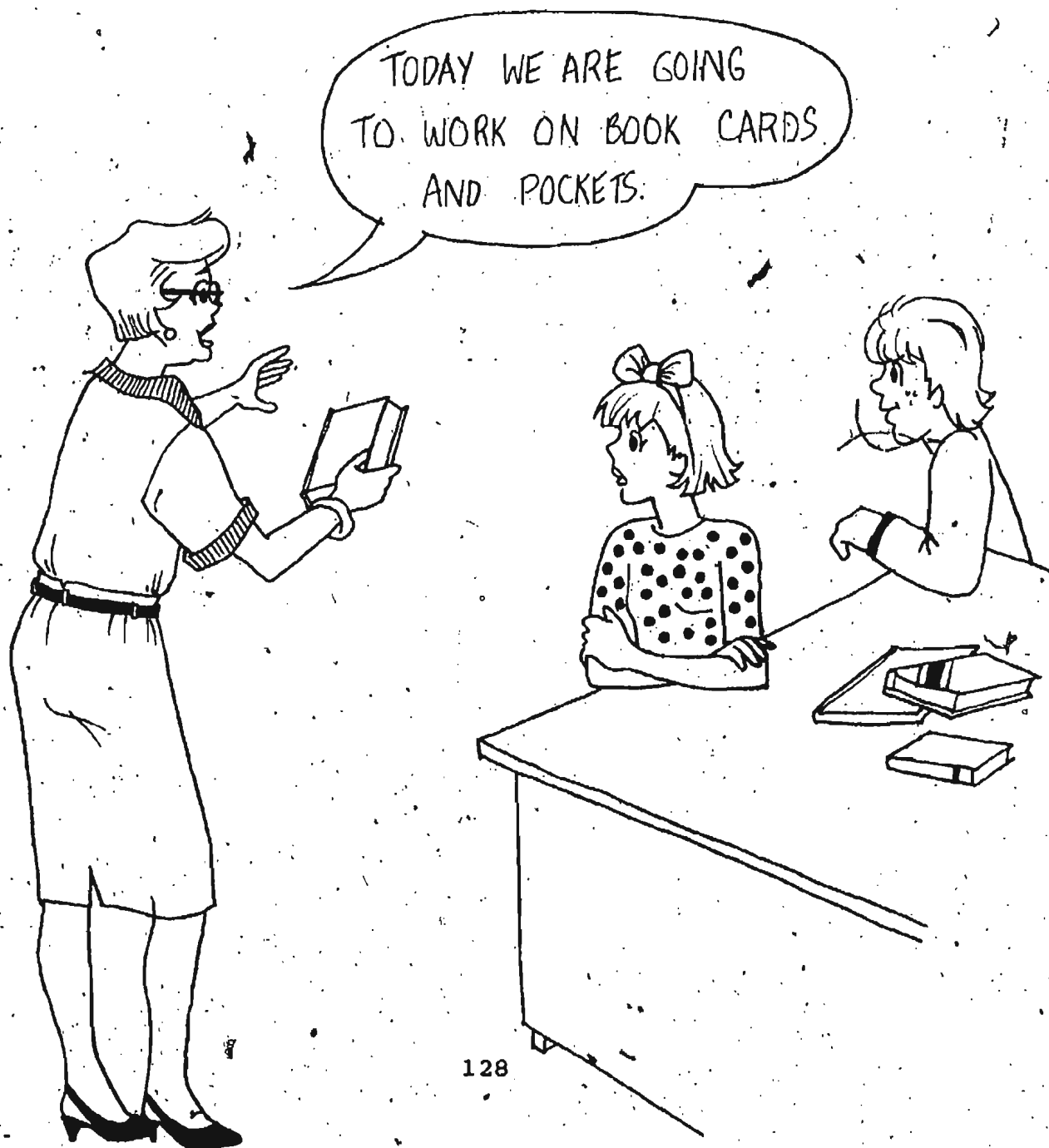
3. Next, write in the author's name (surname first) and the book's title in the designated spaces on the book card.

4. Place the call number on the top left hand corner of the pocket. Place the accession number, if used, on the top right hand corner.

5. Your library may have received more than one copy of a particular book. If so, the copy number e.g., Copy 1, must be placed in a designated spot on the book card, book pocket and on the book. It is usually placed on the top right hand corner of the book card, book pocket and on the top right hand corner of the title page. Place it under the accession number if one is used. See Figure 18.

6. Some teacher/librarians like to place the author and title on the pocket, as well. However, this is time consuming and is not really necessary.

7. Examine Figure 18. It shows the correct method of preparing book cards and pockets.



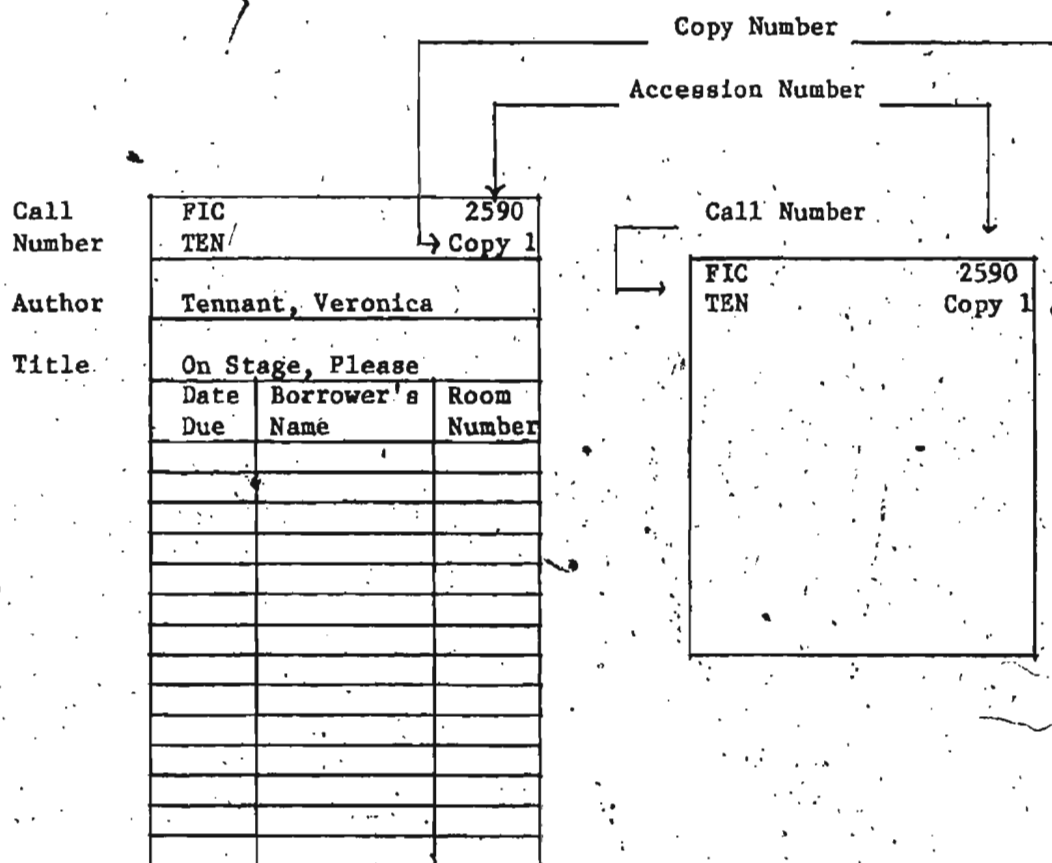


Figure 18

Book card and pocket

XLIX. ATTACHING POCKETS AND DATE DUE SLIPS

Here are a few tips on pasting in book pockets and date due slips.

1. Insert the four fingers of your left hand into the pocket. Apply paste around the edges of the back side of the pocket.

2. With your fingers still inside, place the pocket on the inside of the book's back cover and hold it in place with your right hand until you can remove your left. This will prevent paste from getting on your hands.

3. Remove excess paste with a cloth and press the pocket firmly into place on the inside of the back cover, as near the center as possible.

4. Place the prepared book card inside the pocket.

5. Place the date due slip on the last page of the book, opposite the pocket, as close to the center as possible.

6. Date due slips usually have a gummed band across the top of the back. Moisten this band with paste rather than water because paste holds better. Apply the paste only to the gummed strip so that it can be easily removed.

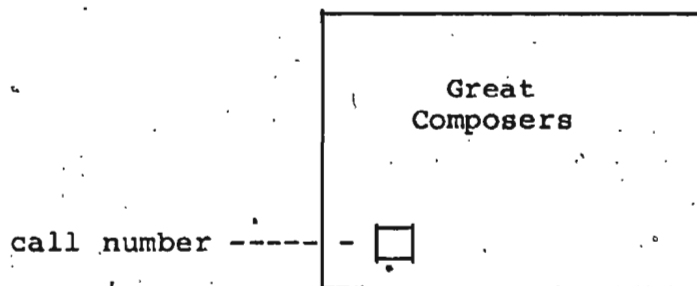
7. Some book pockets have the date due slip attached. In that case, steps 5 and 6 would not be necessary.

L. ATTACHING THE CALL NUMBER TO THE BOOK

Your teacher/librarian will probably keep a supply of spine labels on hand. He/she may ask you to print the call numbers on these labels. Be very careful and try for a smooth, neat look.

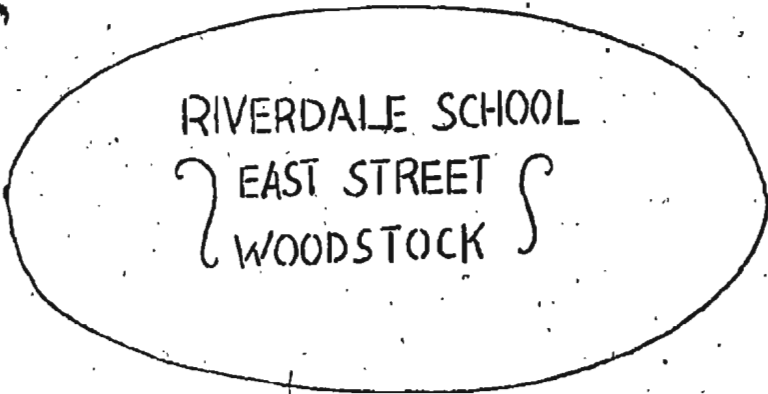
Before books are placed on the shelves, this label must be attached to the lower spine of each book about 1 1/2 inches from the bottom. It might be helpful to use a ruler and a marker in order to make sure the label is in the exact same position on each spine. This practice of placing call numbers in the same position on each book makes books easier to shelve. They also look better on the shelves when their call numbers are in the same position on each book.

The call number cannot be attached to a thin book or pamphlet in the way described above. It must be attached to the front cover, two inches from the lower edge and near the hinge.



LI. OWNERSHIP

Your school library will no doubt have a stamp which is, used for identification purposes. Books, kits, periodicals, jackdaws and other library materials will be marked with this stamp. Some teacher/librarians prefer the stamp on the title page. Others place it on the page following the title page. In some cases, there is a secret page. This secret page identifies a book when other more obvious identification marks may have been deliberately removed. The bottom half of the book pocket is sometimes stamped with the school's name and address as well. Ask your librarian about the method of stamping he/she prefers.



RIVERDALE SCHOOL
EAST STREET
WOODSTOCK

LII. COVERING NEW BOOKS

Your library spends a great deal of money on new books so it is very important that they be kept in good condition. Books covers protect books from the wear and tear of constant use and are well worth the extra money.

Your teacher/librarian may order books fully preprocessed so that each book comes with a strong transparent cover attached. Some teacher/librarians buy clear plastic covering in bulk or in individual sheets. It must then be cut to fit the book that is being covered. Library assistants are usually very good at this job. Your teacher/librarian will no doubt show you how it is done. You may not do a beautiful job the first time. Be patient. Practice makes perfect.

LIII. PREPARING NEW MAGAZINES FOR USE

Magazines, like other library materials, must go through a specific routine before they are circulated to pupils and teachers. Here are some steps which will show you how to prepare magazines for circulation.

1. When a new issue arrives in the library, it must be checked in the special file for magazines. See Figure 19. For instance, when the May issue of Dynamite arrives, place a check (✓) under May. Some magazines like MacLeans arrive weekly. In this case, you place the check (✓) under the date of the new issue. See Figure 20. Record cards for weekly magazines are different from those used for magazines which arrive once a month, as shown in Figures 19 and 20. Keeping records like this enables the teacher/librarian to tell at a glance whether or not the latest issue has arrived and whether a particular magazine has been discontinued.

2. Stamp the name of the school on the front and back covers, always in the same place. If there is a secret page, stamp it there as well.

3. Your teacher/librarian may not allow any magazines to leave the library. If this is the case, stamp "Do Not Circulate" on the upper left hand corner of the back cover.

4. Perhaps your teacher/librarian allows magazines to circulate. If so, place a date due slip on the inside back cover - at the center.

5. Some teacher/librarians use covers to protect magazines. These are made from strong polyester film and are easy to attach. Ask your teacher/librarian for a demonstration.

6. Magazine binders with a rigid spine and back can also be used for protection. Some of these have locks to prevent students from removing the magazines. They are made from clear vinyl and like the covers, are easy to use.

Name: <u>Dynamite</u>										Expiry Date: June/83			
Year	Vol.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1982													
1983													
1984													
<div> <div>No. of Copies</div> <div>1</div> </div> <div> <div>Frequency</div> <div>Monthly</div> </div>													

Figure 19
Monthly Magazine Record Card

Name: <u>McLean's</u>															Expiry Date: <u>June/84</u>										No. of Copies: <u>1</u>					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Jan.																														
Feb.																														
Mar.																														
Apr.																														
May																														
June																														
July																														
Aug.																														
Sept.																														
Oct.																														
Nov.																														
Dec.																														
No. of Copies															Frequency															
1															Weekly															

Figure 20

Weekly Magazine Record Card

LIV. PROCESSING AUDIO-VISUAL MATERIALS

Some audio-visual materials like kits, records and slide sets may be prepared for use by accessioning, assigning a call number, attaching a pocket, card and stamping ownership. Others such as filmstrips and cassette tapes are not suitable for cards and pockets. Such items are usually given a call number. They can be accessioned in their own accession book in a manner similar to books.

Processing audio-visual materials is not a big job in most school libraries since the cost of those items limits the number which can be bought. If your teacher/librarian needs your help with those materials, he/she will no doubt show you what to do.

LV. FILING CATALOGUE CARDS

As you already know, each library item has a set of catalogue cards which must be filed in the card catalogue. These cards must be filed correctly in order for the card catalogue to function efficiently.

Each drawer in the card catalogue has a metal rod on which catalogue cards are filed. Each card has a hole for this purpose. A mistake in filing is more easily corrected while the cards are above the rod. Once the cards have been filed on the rod, it is more difficult to rearrange them.

You may be asked to file cards above the rod. Here are some basic filing rules which are based on those found in The Library Manual For Schools in Newfoundland and Labrador. They are being used with the permission of the Department of Education. Perhaps you will find them helpful.

1. Author, title, and subject cards are sometimes interfiled or filed together in a school library catalogue. They may also be filed separately, e.g., Author, Title, and Subject.

2. File the cards in alphabetical order according to the first word in the top line of the card. If the first word is A, An or The, ignore it and begin with the second word.

Don't Forget the Bacon
The Door in the Wall

3. Arrange words alphabetically letter by letter, to the end of the first word. Then alphabetize word by word. If the first words are alike, alphabetize by the first words that are not alike.

Here Come the Lions
Here Come the Tigers

4. Remember that "nothing comes before something." For example, look at the words DOG and DOGS. Nothing comes after the G in DOG, but something, an S, comes after the G in DOGS. Therefore, DOG is filed before DOGS.

DOG
DOGS

5. If two or more top lines are exactly alike, file alphabetically by the second lines. If the second lines are exactly alike, by the third lines, etc.

SPIDERS
Hansen, John B.
The Lives of Spiders

SPIDERS
Jones, James
Spiders and Other Bugs

6. Initials are filed before a word

ABC Book
ABACUS

7. File abbreviations as if spelled in full.

Dr. as Doctor
Mrs. as Mistress
U.S. as United States

8. File numerals as if spelled in full.

100 is filed as if written one hundred

9. Dates are filed as if written out in the way they are spoken.

1984 is filed as nineteen eighty-four

10. Apostrophes used in surnames or to show possessive case are disregarded and filed as one word.

(a) Boys and Girls of the Mayflower
The Boy's Book of Magnetism

(b) Oars, Sails and Steam
O'Brien, Jack
Oceans and Rivers

11. Hyphenated Words

(a) If the part before the hyphen is a separate word, file as two words, e.g., take-out is filed as two words.

(b) If the part before the hyphen is a prefix, file as one word, e.g., Co-operation is filed as one word.

12. File Mc and Mac as if both were spelled Mac.

McDonald, Flora
MacDonald, John A
MacDonald, Robert

13. Subject headings are arranged alphabetically by the subdivision except for history subject headings.

ANIMALS	
ANIMALS - HABITS AND BEHAVIOUR	
ANIMALS, MYTHICAL	Subdivisions
ANIMALS - STORIES	

14. History subject headings are arranged chronologically. If two headings begin with the same date, file the more inclusive period first.

CANADA - HISTORY - 1791-1841
CANADA - HISTORY - REBELLION, 1837-1838

15. Bible headings are filed as follows:

BIBLE (whole Bible)
BIBLE (Old Testament)
BIBLE (New Testament)
BIBLE - STORIES

16. When variations in spelling occur in subject headings (e.g., harbor and harbour), decide which style to file by and file all variations of these headings as if spelled in the accepted way.

Several of these filing rules may seem a bit difficult. They will no doubt be explained more clearly by your teacher/librarian when and if the need arises.

LVI. RESERVING AUDIO-VISUAL EQUIPMENT

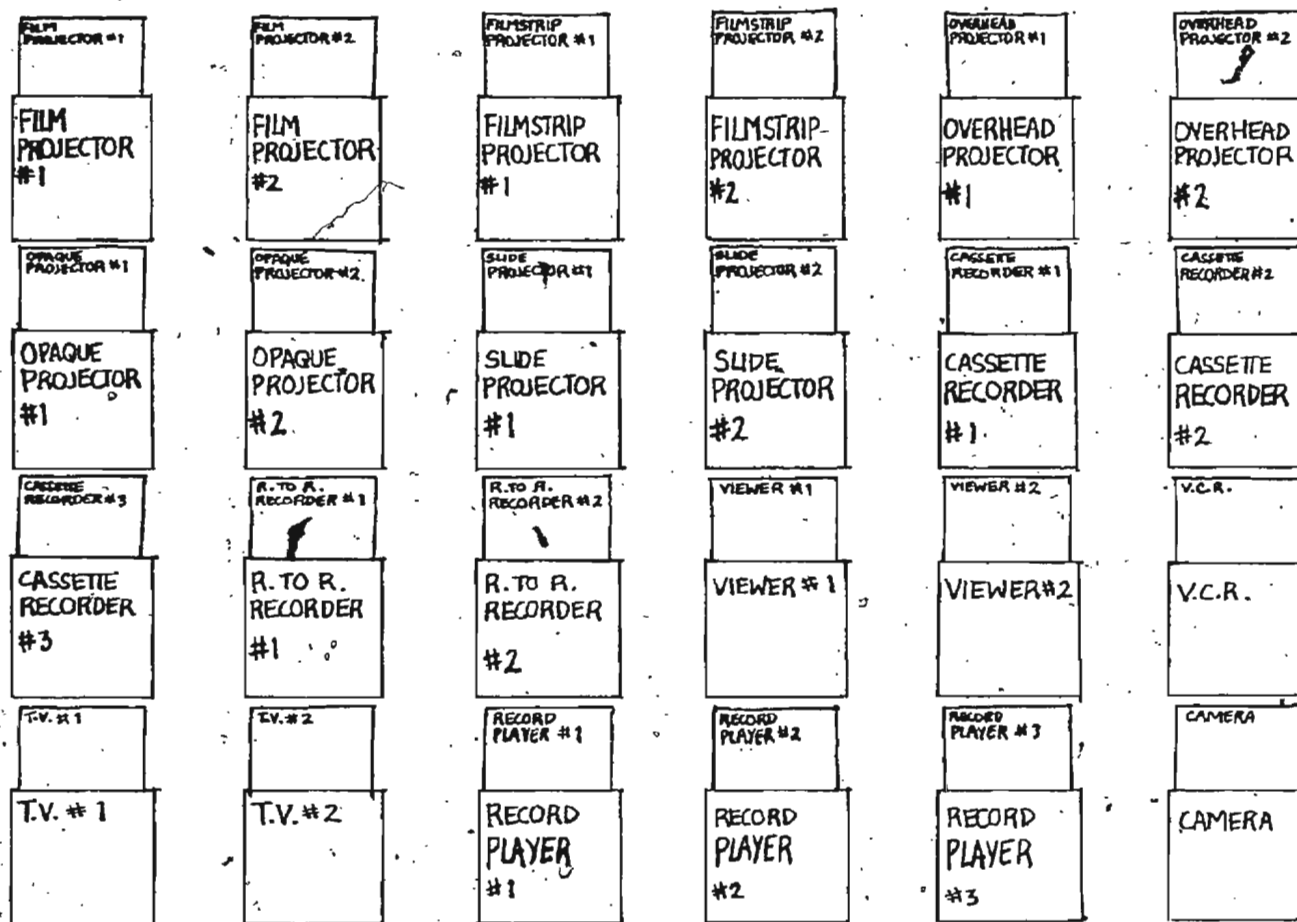
Miss Pike, the Grade Seven teacher is teaching her history class about Greece. She plans to show a filmstrip called Ancient Greece. When Miss Pike stops at the library to pick up the filmstrip projector, she is told that another teacher is using it. Miss Pike and her class are disappointed.

This situation would not have occurred if there had been a reserve system for audio-visual equipment in that library. Such a system is very easily set up and can be prepared by library assistants.

Here is how it is done. You will need some book pockets, book cards, and a bulletin board to display them on. A book card and a book pocket are needed for each item of equipment. The name and number of each item is placed on a book card and on a pocket, as well. See Figure 21.

The cards and pockets may be colour coded if the teacher/librarian wishes. The cards for the filmstrip projectors may have a red band at the top, those for cassette tape recorders may have a blue band and so on.

Teacher/librarians say that this type of reserve system works well. Here is what happens. When Miss Pike says that she will need a filmstrip projector on Day 5 at 1:40, the teacher/librarian or library assistant makes a note of it in a special exercise book or perhaps a section of the daily plan book. Then, when Miss Pike comes in for a filmstrip projector on Day 5, the assistant or teacher/librarian signs Miss Pike's name and room number on the filmstrip card. The card is then turned upside down in the pocket. This inverted card indicates that the projector is in use at that time. When the projector is returned, the card is put back in its original position, indicating that the projector is not in use. The teacher's name is also crossed out.



O FILM PROJECTOR
 O FILMSTRIP PROJECTOR
 O OVERHEAD PROJECTOR
 O OPAQUE PROJECTOR
 O SLIDE PROJECTOR
 O CASSETTE RECORDER
 O R/R RECORDER
 O VIEWER
 O V.C.R.
 O T.V.
 O RECORD PLAYER
 O CAMERA

Figure 21

Reserve System for Audio-Visual Equipment

To colour code, use markers to match the circles at the right with a coloured strip across the top of the appropriate cards, e.g. FILM PROJECTOR (RED), FILMSTRIP PROJECTOR (BLUE)

LVII. TAKING INVENTORY

The shelf list file, as already mentioned, is a record of every piece of material that has been acquired by the school library. Checking this record against the materials on the shelves is called taking inventory. Since most teacher/librarians separate print and non-print materials, the book inventory is done separately from the audio-visual inventory. Both are done in a similar fashion, however.

We will show you how to do an inventory of the book collection. Your teacher/librarian will give you instructions regarding the audio-visual inventory.

WHY?

The main purpose of an inventory is to find out whether or not needed materials are available in the library and to provide replacements if they have been discarded, damaged or lost. Taking inventory also helps spot materials that need to be repaired.

WHEN?

(Inventory is best taken when all library materials are in their correct places. It helps if shelves are read before the inventory is begun. Inventory is often done near the end of the school year. All materials are called into the library at this time.

WHO?

Library assistants, with supervision from the teacher/librarian, can do this job quite well. Two assistants are necessary, one to read the shelves and the other to remove books from the shelves and check on their condition.

HOW?

The shelf list is used to take inventory because shelf list cards are filed in the same order in which books stand on the shelves. One pupil assistant reads from the shelf list drawer while the other works on the shelves. Here is how the process works.

1. The library assistant looks at a shelf list card, reads aloud the call number and the accession number listed there, e.g.,

636 1,520
TOP

2. If the books have not been accessioned, the call number alone is read aloud. Where there are several copies of a book, the copy number is also read aloud. The assistant at the shelf answers "Here" if the book is on the shelf.

3. He/She checks to see that the call number on the spine and the call number, accession number and perhaps copy number on the book card and pocket are identical to those called by his/her partner.

4. The "shelf" assistant examines the book. If it needs repair, or a new book card, pocket or date due slip, he/she places a note in the pocket.

5. The shelf assistant lays this book in a designated area. The note in its pocket tells what needs to be done with it.

6. If a book is not on the shelf, a paper clip may be attached to the corresponding shelf list card.

7. If more than one copy of a specific book is indicated on the shelf list, a pencilled check (✓) is placed beside the accession number, or copy number for that missing book. If the book is found, the library assistant can then erase the pencil mark.

8. Finally, after all the shelves are checked, the assistants make a list of missing books, e.g.,

Missing Books

Call Number	Title	Accession Number
FIC HUN	<u>Across Five Aprils</u>	1670
E BLA	<u>Mary of Mile 18</u>	1965
599.2 SOR	<u>The Kangaroo</u>	979

LVIII. FOLLOW UP

1. After the above steps have been taken, you must begin a search for the books which are missing. These books may still be in circulation and in some student's desk. They may be in use as part of a display. They may be on reserve or be waiting in the workroom for repair.

2. When you find a missing book, draw a line through its entry on the missing book list, e.g.,

<u>Missing Books</u>		
Call Number	Title	Accession Number
E ARD	<u>Time All Alone</u>	659

3. Remove the paper clip from the shelf list card and erase the check (✓) beside the accession number.

4. When all the checking has been done, the teacher/librarian may ask you to make up a list of books which have not yet been found, e.g.,

Missing Books

Call Number	Title	Accession Number
E FRE	<u>Beady Bear</u>	1380
E REY	<u>Curious George</u>	1750
599 BUR	<u>Whales</u>	2225
FIC SOB	<u>Encyclopedia Brown Takes the Case</u>	2560

LIX. CONTINUING THE SEARCH

1. The teacher/librarian usually displays a list of all books which are still missing after these steps have been taken. Library assistants can then watch out for them at the circulation desk.

2. You may be asked to post this list on bulletin boards and other places where pupils may see it.

3. If after a month, missing books have not been found, the following notation should be pencilled lightly next to the accession number on the shelf list card, e.g.,

Missing, Inventory 6/14/84 1251	
E REY	Rey, H.A. Curious George. McGraw, c1968. p. illus.
	Monkeys Title

Figure 22

Shelf list card indicating missing book

4. In the meantime, keep your eyes open. Missing books have a habit of appearing in strange places, sometimes months after they have disappeared.

WHERE DID THIS COME FROM, JACK?

ER, ... UNDER MY BED, SIR.



LX. CARE AND REPAIR OF LIBRARY BOOKS

Library books are quite expensive and a great deal of money is spent replacing those which have been worn out or lost. Clean, attractive books contribute to a pleasant library atmosphere. As well, pupils tend to treat well cared for books with respect. On the other hand, torn or dirty books detract from the library's appearance and demand little respect from users.

In order that library books remain useful and attractive, they must be handled carefully. You, of course, have been learning about the care of books since kindergarten. Let us review some simple rules for book care. Be sure to follow these rules and encourage other pupils to follow them.

1. Make sure your hands are clean before handling books.

2. Turn pages from the top right hand corner.

3. Use a bookmark to mark your page.
4. Keep pencils, markers and crayons away from books.
5. Never bend or twist books. They damage easily.
6. Never lay a book face down. Do you know why? Pages may become soiled or the back of the book may be broken.
7. Shelve books loosely enough so that it is not difficult to remove one book from the shelf. Shelves should be about $2/3$ full.
8. Make sure each shelf has a book support.
9. If you are asked to cover books, learn how to do a good job. Covers which are not secure look unattractive and often damage the book.
10. Open all new books following the instructions in Section XLII.

11. Encourage other students to have respect for books.

12. Report careless treatment of books to the teacher/librarian.

Repairing Library Books

Your teacher/librarian will decide whether or not a book is worth repairing before a repair job is begun. Always check with him/her first.

Look on the following page for directions for minor books repairs. These directions came from the Bro-Dart Catalogue and are being included with permission from the Bro-Dart Company. Perhaps you may find these directions helpful. Your teacher/librarian will probably supervise any repairs you make.

Loose Pages

- 1 Place the page down on a piece of newspaper. Then fold a piece of newspaper so that it has a straight edge, and place on top of page approximately $\frac{1}{4}$ " from spine edge.
- 2 Brush a light coat of Bind-Art across the exposed page edge.
- 3 With the book open, fit the loose page into place, making sure it is aligned evenly. (Pasted edge should adhere to the back edge of adjoining leaf in book).
- 4 Place a folded sheet of wax paper on both sides of the page, fitting the wax paper well into the back of the book. Close book and place under weights until dry.



MATERIALS:

Newspaper Wax Paper
Bind-Art Adhesive Book Weights
Paste Brush

Prayed Corners

Using a small paste brush apply a generous coat of Bind-Art to the frayed areas on the inside of the cover. Place wax paper between the endsheet and flyleaf and close cover. Repeat the procedure for the outside of cover. Place wax paper under the book before placing it on the table.



FOR BADLY PRAYED CORNERS

- 1 Use the Book-Aid Tape with Release Backing complementary in colour to the book and at least $2\frac{1}{2}$ " wide. Measure and then cut enough tape to form a square. Draw a diagonal line and cut with scissors. Each triangle will repair one worn corner.
- 2 Pencil mark the cover edges $1\frac{1}{2}$ " from point of the corner. This will give repaired corners the same angle. Remove the tape backing and place over corner.
- 3 Now make two cuts to form a diamond at the corner. (Do not connect the two cuts.)
- 4 Fold the diamond section over so it adheres to the inside. Next fold the two sides over the diamond forming a double corner. Repeat with other corners.



MATERIALS:

Bind-Art Adhesive Book-Aid Tape
Small Paste Brush Scissors
Wax Paper Book Repair Wings

NOTE: Regular Book-Aid Tape or Scotch Brand Repair Wings may also be used.

Loose Hinges

- 1 To reattach a hinge, work a knitting needle (about $\frac{1}{4}$ " in diameter) coated with Bind-Art down inside the casing (under the crease marking the juncture of the spine and side-cover). Be careful not to get adhesive onto the spine or signatures.
- 2 For additional reinforcement, apply a strip of cloth hinge tape over the hinge.
- 3 Before closing the book, place wax paper the full length of the hinge on the inside of the cover.
- 4 Close the book, pushing contents up where they belong in the curve of the spine, and run a bone folder along the crease over the hinge. Wipe off any adhesive that oozes out.
- 5 Place a knitting needle or coat hanger on the crease, and leave under weights overnight.



MATERIALS:

Knitting Needle Wax Paper
Paste Brush Bone Folder
Bind-Art Adhesive Book Weights
Cloth Hinge Tapes

Torn Pages

USING MAGIC TRANSPARENT TAPE

- 1 To avoid finger prints use a bone folder to draw tape from roll.
- 2 Take a piece of tape longer than the tear and press it carefully over tear. Fold the excess tape over onto the back of the page. Smooth down with bone folder.

NOTE: If placed down improperly, it is best to leave it in place and smooth out with bone folder.



USING BIND-ART ADHESIVE

- 1 Take 2 pieces of wax paper larger than tear. Place 1 under tear.
- 2 Now brush a light coat of Bind-Art onto the edges of the tear.
- 3 Place second sheet of wax paper on top of tear and close the book. Press firmly with your hands for a few seconds. When dry, the wax paper will pull off easily. Bind-Art dries transparent and will not discolour.



MATERIALS:

Magic Transparent Tape Wax Paper
Bone Folder Paste Brush
Bind-Art Adhesive

LXI. CARE AND REPAIR OF MAGAZINES

Magazines suffer from a great deal of wear and tear. There are several ways in which they can be protected.

1. A new magazine may be placed in a clear plastic binder where it is displayed until a more current issue arrives.

2. Where binders are not used, reinforcing the magazine is desirable. Some teacher/librarians remove the cover, and glue a backing of tough paper on to the back side. They then sew the cover and the contents together in the center fold. Reinforcing magazines in this way takes a lot of time. Your teacher/librarian will decide whether or not it is necessary in your library.

3. Your teacher/librarian may ask you to reinforce the spine with a special wide tape. The tape is applied to the spine, both inside and outside as well as down the fold.

4. Minor repairs like torn pages can be repaired using the clear tape found in most libraries.

LXII. CARE OF AUDIO-VISUAL MATERIALS

Audio-visual materials require special care in handling since they too are easily damaged. Here are a few guidelines which you may find useful.

1. Records should be held only by their edges. They should be cleaned with a special record cleaner before and after use. Always replace records in their jackets after they have been cleaned. It is wise, also, to check the phonograph needle to make sure it is in place before starting a record.

2. Slides should be held only by their cardboard frames. Make sure nothing touches the slide itself because damage can easily occur. Put slides back in their containers after use.

3. Filmstrips and films should be held only by their edges to prevent smudging and damage to the frames.

4. Make sure filmstrips and films are rewound before placing them carefully in their individual containers.

5. Do not attempt to use audio-visual materials until your teacher/librarian gives you lessons in the use of equipment. Perhaps these lessons will be part of your training as a library assistant.

LXIII. PROMOTING THE SCHOOL LIBRARY

The library at Glendale Elementary School is the most popular room in the school. It is bright, cheerful and inviting. Usually, every seat is taken, especially at recess break and lunch time, when students come to take out or return books, view filmstrips, listen to records, or read their favourite book or magazine.

Miss Hickey, the teacher/librarian frequently receives favourable comments regarding Glendale School Library. She says that the library's success is largely because of the efforts of her team of library assistants who are enthusiastic, creative and responsible.

Take a look around your school library. Is it an interesting and functional place? Perhaps you can help make some improvements under your teacher/librarian's direction, of course. Here are some suggestions.

1. Bulletin boards can help make a school library attractive and also serve to promote library materials. They should be changed every three weeks in order to keep the interest of pupils. You will find some bulletin board ideas at the end of Section LXIII. Use your imagination to add to these or create your own. Talk to your fellow library assistants and classmates. Ask for suggestions. Share ideas. These ideas have been gathered over the years from workshops, fellow teacher/librarians and other sources which are impossible to document.

2. Book displays can be very attractive and serve to create a great deal of interest in library materials. Your teacher/librarian will no doubt have lots of suggestions. However, she will appreciate your ideas, also. Perhaps you can work with a topic covered in class and build a display with library books, book jackets, records, posters and pictures for an interesting display. Interesting realia can often be the basis for an exciting display. For instance, wooden shoes might be borrowed for a display on

Holland, a Mexican somebrero for a Mexican display, or interesting rock specimens for a display on minerals.

3. Advertise library materials. Tell other students about interesting books, magazines or filmstrips you may know about. Suggest that they borrow them.

The following jobs must also be done frequently in order to keep the school library attractive and inviting.

1. Keep tables and chairs straightened.
2. Straighten pictures and photographs. Reattach posters which may have become loose. Display new ones at your teacher/librarian's suggestion.
3. Keep magazines and paperback racks neat.
4. If books and magazines have been left on tables, put them in the slot for returned materials. Of course, books with book cards may be placed on the proper shelves immediately.
5. Check to see that books are standing neatly on the shelves, flush with the edge, or not more than 1/2 inch from it.

6. Remove and replace shelf labels which have become worn or dirty.

7. Make sure audio-visual materials are correctly and neatly arranged. Do not leave audio-visual equipment lying around. Put it where it belongs.

8. Erase chalkboard, unless directed otherwise. Dust ledge.

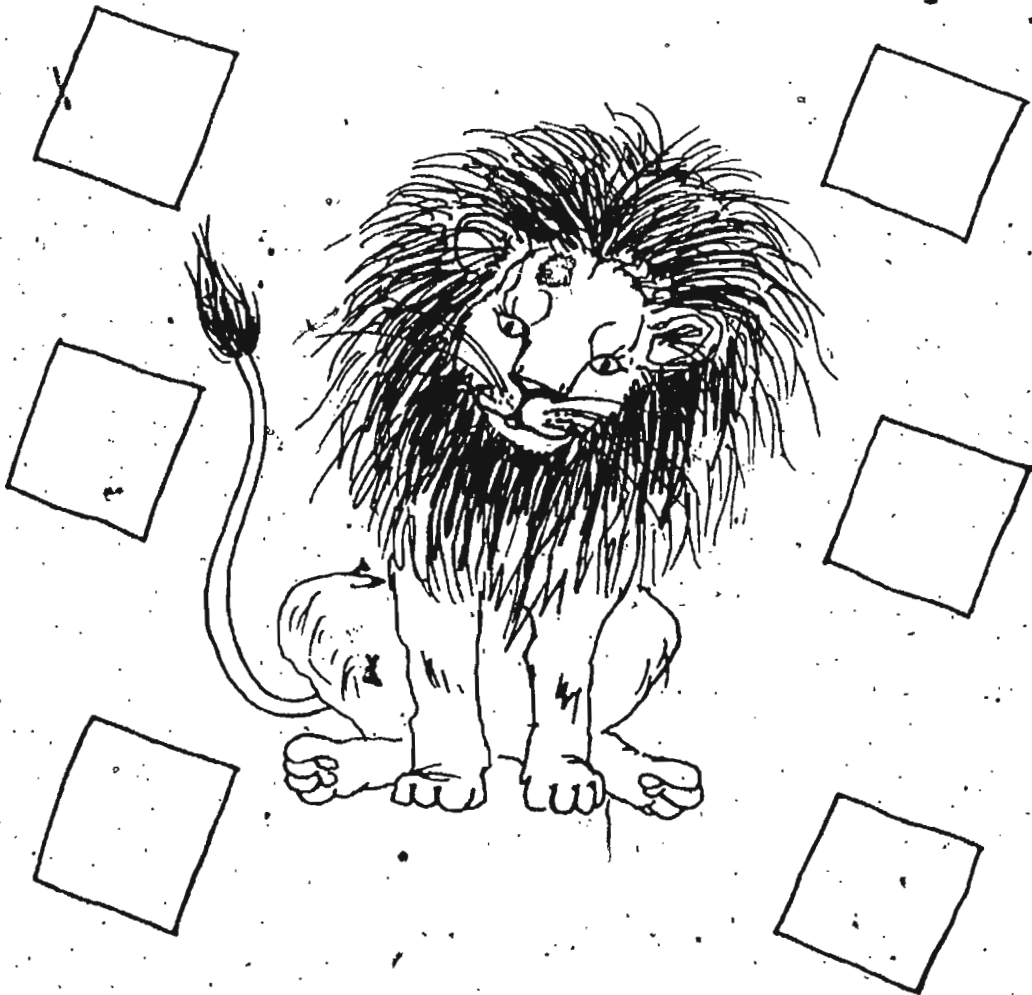
9. Water plants and discard faded or broken leaves.

10. Collect pencils, erasers and other materials which are often left on library tables.

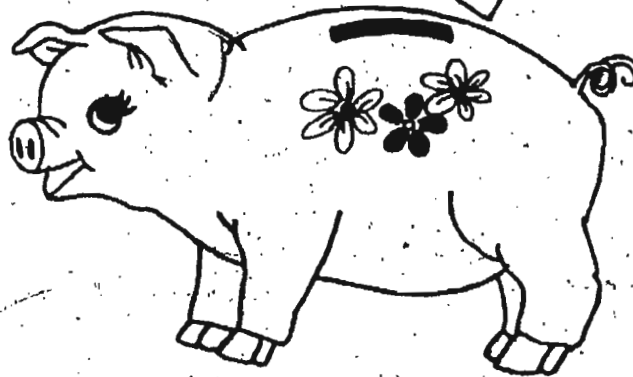
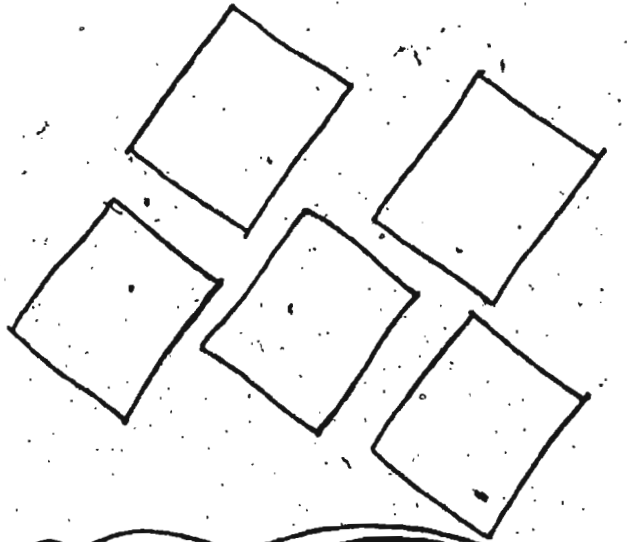
NEW ARRIVALS



WE'RE NOT LION,
WE HAVE THESE TALES



BOOKS YOU CAN **BANK** ON



WITCH BOOK WILL CAST
A SPELL ON YOU?



LXIX. BEFORE YOU GO

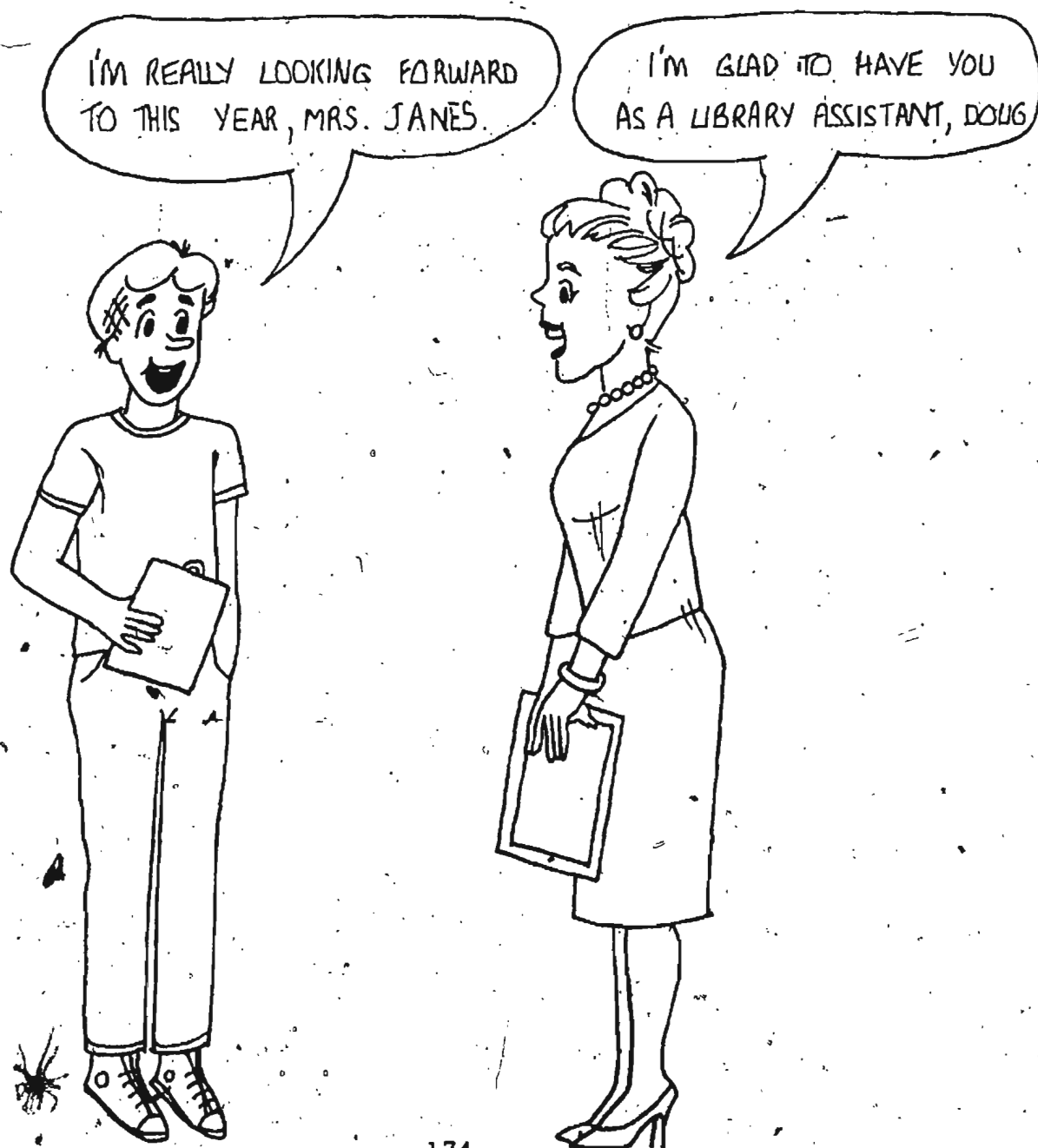
As a library assistant, you are now part of a team. This team can do great things for your school. It can help turn your library into an exciting and interesting place. It can give service to pupils and teachers, thereby helping to make learning more interesting and meaningful. Indeed, it can make your school a happier place for children to live and learn.

This handbook has been prepared to help you become a competent and confident team member. That is why it was written.

The many jobs which you as a library assistant may have to do have been described and instructions for each job have been included. If you follow these instructions and always do your best, you will be an asset to your library and to the whole school.

Your classmates and other students will respect and admire you. Your teacher will be proud of you. You will be proud of yourself.

Thank you for joining the team. May your year spent as a library assistant be a rich and rewarding one.



GLOSSARY

Accession Book

A loose leaf book in which all books and audio-visual materials received by the library are entered. Each line is numbered and this number becomes the accession number of the particular item.

Accession Number

The number which identifies the order in which an item was added to the collection.

Accessioning

The process of entering books in the accession book.

Audio-Tape

A ribbon of acetate or mylar of various widths coated with iron oxide and used for recording and/or playback of audio and/or video signals. A popular song may be recorded on audio-tape and played on a cassette tape recorder.

Audio-Visual Materials

Materials other than books, magazines and pamphlets, e.g., maps, slides, globes, and filmstrips.

Author Card

Card in the card catalogue on which the author's name comes first.

Book Card

The card used to represent the book when it has been borrowed from the library. When the book is in the library, this card is kept in the book pocket.

Book End

A support which holds books upright on the shelf.

Book Pocket

A paper pocket used to hold the book card when the book is not in circulation.

Book Talk

A short talk about a particular book bringing out interesting points. A book talk may encourage people to read that particular book.

Book Truck

A stand with wheels and two or three shelves on which library materials may be placed and moved to various sections of the library.

Call Number

The classification number and author initials found on library materials and on the corresponding cards in the card catalogue.

Captioned Filmstrips

A filmstrip with the information or story printed below each picture.

Card Catalogue

The index to all library materials. Each item in the library has a set of catalogue cards which are filed alphabetically in the card catalogue.

Carding

Involves removing the book card from the circulation file and placing it in the pocket of the corresponding book. This must be done before the book is returned to its shelf.

Catalogue Cards

Author, title and subject cards filed alphabetically in the card catalogue.

Charge

1. A record of the loan of a particular book, filmstrip, etc.
2. To record a loan.

Classification

The process of assigning call numbers to library materials so that when these materials are shelved by number, all like subject matter will be placed together.

Collate

To examine new materials to make sure there are no defects.

Copyright Date

The date of copyright or date of publication is given in the book, usually on the back of the title page.

Cross Reference

A reference to another subject ("See" reference), or to additional subjects, ("See Also" reference).

Date Due Slip

A paper slip pasted in a book on the book pocket or opposite the pocket. When a book is borrowed, the date on which it will be due is stamped on this slip.

Dewey Decimal Classification System

The classification system most generally used in school libraries. In this system knowledge is divided into ten main classes by subject. Each group can be subdivided indefinitely.

Discording

A record, e.g., Michael Jackson's Thriller.

Fiction

The product of a writer's imagination, e.g., Deenie by Judy Blume.

Filing Heading

The information given at the top of a catalogue card.

Hinge

Identified by the groove along the front and back cover where they join the spine. Allows a book to be opened and closed easily.

Information File

A file of pamphlets and other materials used to supplement the book collection. Usually found in a metal cabinet or cabinets. Also known as Vertical File.

Intershelving

A method of shelving library materials whereby print and non-print materials are placed on the same shelves.

Inventory

A checking of every item on the library shelves with the record of every item owned by the library. During inventory, all borrowed materials are recalled and the materials on the shelves are checked against the shelf list.

Jackdaw

A kit containing reproductions of documents having to do with an event, as well as maps, charts, engravings, paintings, and costumes of the time. A list of books to read and a teacher's guide may be included as well.

Main Entry Card

The basic card from which other catalogue cards for a library item are made. Usually the author card.

Non-Fiction

Materials based on true information, e.g., a book about horses.

Non-Print

Materials such as films, filmstrips, and slides.

Ownership Mark

A mark on library materials for the purpose of identification. Usually includes the name and address of the particular library.

Print

Materials which contain mostly printed matter, e.g., books and magazines.

Realia

Real things. Actual objects such as artifacts and specimens, e.g., rocks, seeds.

Reference Book

A book which contains general information arranged in such a manner that it can be found easily. Many reference books have an alphabetical arrangement.

Secret Page

A page chosen by each library for its own identification.

See Also Reference

Directs the user of the card catalogue to another subject heading where related material may be found.

See Reference

Directs the user of the card catalogue from a heading not used to one that is used.

Shelf List

A record consisting of one card for each title in the library collection. Cards are filed by call number in the same order as materials are placed on the shelves.

Snag

A book for which no card can be found.

Spine

The part of the book that is visible as it stands on the shelf. The book's call number is found on the spine.

Spine Label

A small gummed label on which the call number is placed.

Study Carrel

An enclosed desk for individual use. May have electric power for viewing and/or listening.

Study Print

A large flat picture with information printed on the reverse side.

Title Page

A page at the front of a book where author, title, publisher, etc. is found.



